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ABSTRACT

The fourth of six products from Project Employability (Ohio) outlines instructional goals and objectives designed to improve employment skills of high functioning trainable and low functioning educable mentally retarded high school students. The employability philosophy incorporates statements regarding career exploration, practice as a means to maximize learning and enhance skill development, and attainment of goals. Goal statements are listed for 21 employability skill areas including self expression, accuracy, dexterity, and stamina. The bulk of the document contains the curriculum addressing 21 employability skill areas and 10 levels of performance within each skill area. The curriculum is organized to provide the program planner with information for individualized education program development and classroom instruction. The curriculum contains an annual goal for each of the 10 levels of performance of each employability skill, two short term instructional objectives for each annual goal, classroom instructional objectives, classroom activities, and employability curriculum resources. (SB)

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PROJECT EMPLOYABILITY

EMPLOYABILITY CURRICULUM

August 1981

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EMPLOYABILITY CURRICULUM

PROJECT EMPLOYABILITY

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EMPLOYABILITY CURRICULUM

INTRODUCTION

A. GENERAL

Project Employability, comprised of six related products, was developed to meet the employability needs of handicapped students with little or no success in job placement. This target population is defined in Ohio as low-functioning Educable Mentally Retarded (EMR) and high-functioning Trainable Mentally Retarded (TMR). Within the American Association on Mental Deficiency (AAMD) definition, this population would include children within the high-moderate to low-mild range of retardation. Although these products have been field-tested and validated with this specific population, in design they will accommodate a broader range of retarded students as well as students with other handicaps who may function at a low employability level.

The Employability Curriculum outlines instructional goals and objectives designed to improve employment skills identified as being below acceptable levels of performance for specific jobs. This curriculum is directly cross-referenced to the Employability Assessment Instrument and can be used to improve student performance in each of 21 employability skill areas. It is composed of separate components explained below.

B. ORGANIZATION OF EMPLOYABILITY CURRICULUM

The Employability Curriculum handbook is organized as follows:

1. Employability Philosophy

The Employability Philosophy consists of sequentially ordered statements which could be used by program planners as level philosophy. Three broad philosophy statements can be used to define a district philosophy statement regarding employability training.

2. Employability Goal Statements

The Employability Goal Statements are designed to provide program goal statements within 21 employability skill areas. These goals are directed toward student job entry-level attainment.

3. Employability Skill and Level of Performance

The Employability Curriculum addresses 21 employability skill areas and ten levels of performance within each skill area. There are also the skill areas and criteria of the Employability Assessment Instrument. Thus, instructional strategies could be readily developed at any given student level of functioning.

4. Annual Goal

An annual goal has been developed for each of the ten levels of performance of each employability skill. This goal represents what teachers might consider possible achievement potential for the student(s).

5. Short-Term Instructional Objectives

Two short-term instructional objectives have been developed for each annual goal. These objectives are broad and general and presented in a sequential order.

6. Classroom Instructional Objectives

Two more specific objectives were developed for use with each short-term objective.

7. Activities

At least five actual classroom activities have been developed for each classroom instructional objective. These will assist the teacher with readily available instructional information; however, in any given situation, a different set of activities could just as well apply.

8. Employability Curriculum Resources

An expansion of teaching effectiveness and potential at any of the ten levels of performance on any of the 21 employability skills is further enhanced through the Employability Curriculum Resources. At least two resources are provided at each level of performance.

C. EXPECTED OUTCOMES

By using the Employability Curriculum described above, the school staff could improve the employment skills of the above described target population of special education students across 21 employability skill areas. Instruction can be individually tailored to student needs identified by administering the Employability Assessment Instrument.

D. VALIDITY AND RELIABILITY OF THE EMPLOYABILITY CURRICULUM

The curriculum was designed and validated by three university curriculum and special education consultants and the project director. The product was developed by a 24-member special education task force of supervisors and teachers, work-study coordinators, and vocational rehabilitation counselors from both EMR and TMR schools.

The first validation was through comparison to nationally accepted products with similar goals for instruction. Standard and quality of the facilitating aspect of the product was evaluated through use of a 1-to-5 rating scale of pertinent information. The performance aspect was validated through field test over two subsequent years. In this process during the second year the average experimental group student acquired the qualifications for 6.6 additional jobs while the control group averaged a gain of 1.7. In brief, the experimental student broadened the scope of his/her employability nearly four times as much as did the control group student during the same period of time.

The reliability of producing a consistent expected outcome was established when the product was field-tested over a two-year period with similar results.

Lewis P. Burrell, Ed.D.
August, 1981

EMPLOYABILITY PHILOSOPHY*
HANDICAPPED VOCATIONAL EDUCATION
SEQUENTIAL BROAD AND SPECIFIC AREAS

I. EXPLORATION

Work related learning experiences of students involve the introduction of a variety of jobs and job requirements, investigations of career goals and ideals, the transition from the ideal to the real job world, and the observation of job traits on actual jobs in the real job work environment. The student should gain direction through job exploration, through a crystalizing knowledge about his own abilities, interests, and choices. Also, with the exploration process, the student will become more aware of job availability and the physical rewards and reinforcements associated with work.

1. PHYSICAL REWARDS.

Receiving physical rewards will serve to encourage and stimulate work performance and attitudes.

2. AWARENESS.

Students must have a perception and knowledge of various jobs and job opportunities in order to build a foundation for realistic job choices.

3. ACCEPTANCES.

Every student will learn his role and acceptance in the world of work and discover and accept his own weaknesses, successes, and failures as well.

4. SENSITIVITIES.

Being responsive to one's work environment and surroundings is basic to vocational training.

5. FLEXIBILITIES.

Success in overall employment is dependent on one's ability to successfully modify his work related activities when necessary.

6. RESOURCEFULNESSES.

Continued reinforcement in terms of quantity, quality, and in the selection of vocational goals is dependent on innovative and sometimes unusual ideas in terms of potential employment.

7. KNOWLEDGE ACQUISITIONS.

Knowledge acquisition evolves from a broad general knowledge about fields an areas of jobs to the more narrow basis of minimal skills required to achieve specif job successes.

8. CHOICE REDUCTIONS.

In order to function in a job situation, the individual must be able to mak choices in a logical, sequential order.

9. GROWTHS.

Students will experience personal growth during any given school year through participation in a formal vocational education program.

II. PRACTICE

A good teaching-learning plan provides for sufficient practice exercises to maximize learning and to retain new ideas and skills. Reward and reinforcement technique enhance skill development through practice. Practice improves memory and maintain sequences and order as well as provides for overlearning, a principle of chaining for skil acquisition. In the curriculum for retarded learners especially, the "practice" concept i a variety of multi-sensory materials and situations becomes even more crucial. Slow learner do not transfer learning easily; thus, a great need exists for multiple practice experience in a variety of situations. Slow learners need much more practice to master the new wor related skills.

10. STABILIZATIONS.

Stabilization enhances employability through developed qualities of dependability, reliability and consistent steady performance. These qualities are developed throug practice and are important in getting and maintaining a given job in the community.

11. SATISFACTIONS.

Satisfaction as the result of job success should provide the student with the fulfillment of a need or want.

12. DISSONANCES.

Employees may make positive changes, have improved morale, and thus have greate work longevity as they understand and/or accept varying beliefs and points of vie among their work contemporaries.

13. CHALLENGES.

The day to day stimuli needed for increasing employment competencies and growth, culminate and challenge the worker and thus provide employment success.

14. INSIGHTS.

When one views his own needs, goals, and accomplishments in terms of his career, occupation, or job with renewed purpose and an inward desire to succeed, he has insight.

15. BARRIER REMOVALS.

A well structured vocational education program will lift barriers which would limit students in achieving their life goals.

16. SKILL ACQUISITIONS.

Job proficiency and acquisition of specific skills are necessary to achieve success in certain jobs and are directly related to skill proficiency.

17. TOKEN REWARDS.

Token rewards can be used as motivational tools in vocational education to both develop skill training and promote work experience activities.

III. ATTAINMENT

The vocational education program should provide for the attainment of many goals set by the student, including a self-selected occupation, skill competence in that occupation, job placement services, and successful work experience. Students will learn how to gain and hold employment, how to attain social status and ego comfort through the acquiring of a broadened skill development. The actual placement on a job, the student's successful performance on that job, is the ultimate evaluation of the EMPLOYABILITY PROJECT. The students' development into contributing members of society and their self-actualizing growth are the valuable by-products of the project.

18. VALUES EVALUATIONS.

Getting and keeping a job is more than having knowledge and ability for an assigned job task. The student should learn to value and self-evaluate responsibilities of the work world; emphasis in curriculum will be on values clarification with a focus on skills, attitudes and work habits as they relate to job success.

19. SKILL RETENTION SHARPENING.

A student must continually practice, improve upon, and sharpen those skills neede to gain and hold employment in a given occupational field.

20. TASK PERFORMANCE MAINTENANCE.

Once a skill is learned, performance of job tasks is directly dependent upon th maintenance and renewal of the instructional learning process over time.

21. SOCIAL STATUS.

Self-worth concepts, independence, work peer relations, and respect for those i authority, all contribute to social status. The acquisition of social status as recognized by family, co-workers, and peers is directly related to successful and satisfyin employment.

22. JOB PREFERENCE STABILIZATION.

Care should be taken in the training institution to insure that the jobs traine for do not suddenly become obsolete. School and community should combine efforts t insure that the work task and the student skill and ability developments are commensurate.

23. EGO COMFORT/INTEGRITY.

Ego satisfaction is a necessary component in the make-up of stable, well-adjuste individuals. In a job situation, the worker with sufficient ego comfort is more easil tolerated by friends, family, and co-workers.

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*Source: Categories of this philosophy are from the manuscript copy of Vocational Trainin for the Mentally Retarded, by Jerald F. Etienne, Ed.D. and Neil M. Jaffe, Ed.D.

EMPLOYABILITY GOALS

1. Self-Expression

The student will demonstrate the communicative skills necessary for his/her employability.

2. Sociability

The student will demonstrate the ability to work cooperatively with peers and supervisors at levels necessary for employability.

3. Work Independence

The student will be able to work successfully at a job with a minimal amount of supervision in a given chosen occupation.

4. Appearance

The student will demonstrate a personal appearance sufficient for successful employment.

5. Teamwork

Given an employment situation involving group activities, the student will work on an assigned task in a cooperative manner.

6. Pace

The student will perform assigned tasks at a sufficiently consistent and rapid pace to make him/her employable.

7. Attendance

The student will become reliable in attendance and punctuality sufficient to gain and hold employment in a given occupational field.

8. Timing

Given a specific period of time related to employment success, the student will complete the tasks assigned to him/her in that particular span of time.

9. Simultaneity

The student will adequately perform a number of tasks in order to secure a given occupation.

10. Accuracy

The student will have an understanding of the importance of accuracy and will perform with enough accuracy to gain and retain employment.

11. Dexterity

The student will demonstrate a deftness necessary to perform adequately the tasks related to a chosen job or occupation.

12. Choices

The student will demonstrate his/her proficiency in making choices required in employment in a given job situation.

13. Direction

The student will demonstrate an ability to follow directions in order to gain and hold employment in a given occupational field.

14. Memory

The student will demonstrate sufficient memory ability to function successfully in a chosen occupation.

15. Caution

The student will demonstrate care in all activities which pose personal hazard and will be aware of safety rules and regulations required in his/her chosen occupation.

16. Repetitiveness

The student will stay on a job continuously and adequately perform routine, repetitive tasks under varying conditions and over a period of time, in order to gain and maintain employment.

17. Perseverance

The student will complete assigned job tasks efficiently with little or no supervision.

18. Stamina

The student will demonstrate sufficient physical stamina and strength to function successfully on a chosen job.

19. Reading Level

The student will demonstrate a reading proficiency sufficient to perform job tasks.

20. Math Skills

The student will learn and develop math skills needed for his/ her employability.

21. Writing Skills

The student will demonstrate the skill of legible writing, sufficient for employment in a chosen occupation.

EMPLOYABILITY CURRICULUM CODING SYSTEM

The Employability Curriculum has been organized in such a way as to provide the program planner with a break-down of information for basic planning and information for progra implementation. The two basic sources of information are as follows:

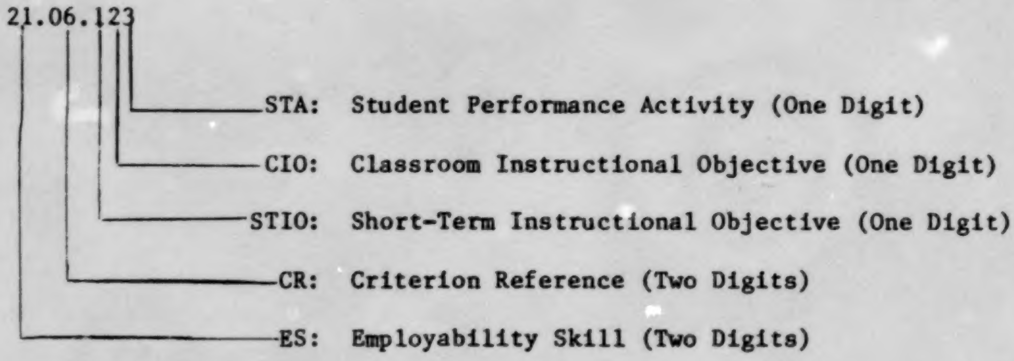
1-Individual Education Program (IEP) information, and
2-classroom instructional information.

In the curriculum section of this handbook, the left margin will include basic information for IEP development which is based on the Employability Curriculum materials. The student classroom instruction and classroom activity information is indented, and presented with the planning information, but is not required data to be included in a child's IEP.

A coding system was established by program consultants, and the coding system is included in the space below. Abbreviations which correspond to the curriculum section are as follows:

ES - Employability Skill
CR - Criterion Reference
STIO - Short-Term Instructional Objective
CIO - Classroom Instructional Objective
SPA - Student Performance Activity

CODING INTERPRETATION -- EMPLOYABILITY CURRICULUM


21.06.123
STA: Student Performance Activity (One Digit)
CIO: Classroom Instructional Objective (One Digit)
STIO: Short-Term Instructional Objective (One Digit)
CR: Criterion Reference (Two Digits)
ES: Employability Skill (Two Digits)

EMPLOYABILITY CURRICULUM

1 EMPLOYABILITY SKILL: Self-Expression

1.01 LEVEL OF PERFORMANCE: Unresponsive

ANNUAL GOAL: The student will respond to physical or verbal gestures, but usually cannot be understood. He/she will respond, but cannot communicate his/her point clearly to the instructor with either words or gestures.

1.01.1 STIO: The student will acknowledge the presence of others by responding to them with either facial expressions or other appropriate bodily gestures.

- 1.01.11 Given an external stimulus, the student will respond through body movements.
  - 1.01.111 Given the stimulus of the bell sound, the student will respond through agreed upon body movements.
  - 1.01.112 Given the stimulus of a buzzer, the student will cover his/her ears as a sign.
  - 1.01.113 Given the stimulus of a flashing light, the student will respond by covering his/her eyes.
  - 1.01.114 Upon observing someone tap on a desk, the student will follow by tapping his/her own desk.
  - 1.01.115 Upon observing someone tap a foot, the student will respond by tapping his/her foot.

- 1.01.12 Given a personal stimulus, the student will respond through body movements.
  - 1.01.121 Upon observing someone clapping hands, the student will respond by clapping.
  - 1.01.122 Upon observing someone moving arms in a given direction, the student will respond by agreed upon directional arm motions.
  - 1.01.123 Upon observing someone making a motion for physical contact, the student will respond, i.e., shake hands.
  - 1.01.124 Upon observing someone motion to change position, the student will move from his/her current position.
  - 1.01.125 Given a command to sit, the student will respond by sitting.

1.01.2 STIO: Whenever the student is spoken to, he/she will respond by looking at the person who is speaking.

- 1.01.21 Given verbal commands, the student will respond by a correct activity associated with the command.
  - 1.01.211 When asked to wave hands, the student will wave hands.
  - 1.01.212 When asked to clap, the student will clap.
  - 1.01.213 When asked to move his/her foot, the student will respond by moving the foot.
  - 1.01.214 When asked to move to another position, the student will move.
  - 1.01.215 When asked to nod his/her head, the student will nod.
- 1.01.22 Given verbal concept commands, the student will respond appropriately.
  - 1.01.221 When his/her name is called, the student will direct attention to the teacher.
  - 1.01.222 When asked to look, the student will respond by establishing eye contact with the teacher.
  - 1.01.223 When given a verbal reinforcement for an activity, the student will show pleasure.
  - 1.01.224 When asked if his/her name is John/Mary, the student will respond by nodding.
  - 1.01.225 When asked to follow the teacher, the student will follow.

EMPLOYABILITY CURRICULUM

1 EMPLOYABILITY SKILL: Self-Expression

1.02 LEVEL OF PERFORMANCE: Unintelligible

ANNUAL GOAL: The student will respond to verbal or visual stimulation by physical reaction, i.e., nods head, shakes hands, makes facial expressions, etc.

1.02.1 STIO: Given simple verbal directions accompanied by gestures (e.g., come, sit, bring), the student will follow the direction at least 75-85 percent of the time.

- 1.02.11 Upon entering the room, the student will take his/her seat within 20 seconds at least 75 percent of the time, when the teacher points to the student's desk saying,"Come and sit down
  - 1.02.111 The student with the aid of the teacher will mark his/her desk in such a manner as to enable him/her to recognize it alone (name card, special color, chair cushion, etc.).
  - 1.02.112 As the teacher plays a record, the student walks around the room; when the music stops, the student will take his/her seat within 20 seconds at least 75 percent of the time.
  - 1.02.113 Once a week, the teacher will rearrange marked student desks; the student will locate his/her desk upon entering the room with 100 percent accuracy.
  - 1.02.114 The teacher and student(s) will play a version of "Traffic Light." The teacher says, "Come." The student walks forward. The teacher says, "Stop." The student stops moving. It can also be played as "Stand" or "Sit."
  - 1.02.115 After lining up the students in the front of the room, the teacher will say "Go" and each student will locate or locate and sit at his/her desk within 30 seconds at least 75 percent of the time.

- 1.02.12 When the teacher says, "Bring an eraser (pencil, book, etc.)," and shows a model of the object, the student will follow the direction within 45 seconds with 85 percent accuracy.
  - 1.02.121 As the teacher holds up a classroom object in the front of the room (pencil, book, chalk), the student will locate an identical object in the classroom with 100 percent accuracy.
  - 1.02.122 When the teacher holds up a classroom object, the student will call out the name of the object with 90 percent accuracy.
  - 1.02.123 Given an oral list of ten objects (one at a time), the student will find a picture of the object in a magazine, cut it out, and paste it on a worksheet with 80 percent accuracy. (Classroom objects, simple tools, familiar home objects, etc.)
  - 1.02.124 The teacher will divide the students into two teams for a scavenger hunt in the room. The students will match objects in the classroom to pictures or words on their list. (Hide some objects so students must look carefully.)
  - 1.02.125 The teacher will tell the student a riddle describing an object or a tool. The student will bring the object to the teacher with 75 percent accuracy.

1.02.2 STIO: Upon being shown pictures of family members and/or familiar home objects, the student will point to the appropriate picture or object upon request 80 percent of the time.

1.02.21 When presented with a number of pictures representing family members, the student will with 80 percent accuracy point to the picture of the member requested by the teacher.

1.02.211 When a group visits the classroom and includes community members and parents, the student will refer to his/her family member by pointing to the parents.

1.02.212 When a group visits the classroom and includes community members and parents, the student will introduce his/her family member to the teacher and/or class by pointing as the teacher calls them by name.

1.02.213 Given a worksheet with a member of the student's family attached, the student will cut out pictures and paste them on the sheets showing other mothers, fathers, grandparents, etc. to match the example with 70 percent accuracy.

1.02.214 When given a group of photographs including the student's family, the student will select the pictures of his/her family members.

1.02.215 When given construction paper fish with pictures of family members attached and a "fishing pole" with a magnet, the student will fish for the one with a picture of a particular family member attached, as requested by the teacher.

1.02.22 Given concrete models of familiar home objects, the student will indicate knowledge of specific objects asked for by the teacher by picking up the appropriate model within 10 seconds with 80 percent accuracy.

1.02.221 When the teacher points to a classroom object and states what it is, the student will pick up the object when requested.

1.02.222 When the teacher holds up a picture of a classroom or home object and states what it is, the student will also pick up his/her picture of the object when requested.

1.02.223 Given pictures of familiar home objects, the student will match each picture.

1.02.224 Given two classifications of familiar home objects (e.g., food, tools), the student will select a concrete model corresponding to the classification requested by the teacher. (Repeat the format until all objects from both classes have been used.)

1.02.225 Given two classifications of familiar home objects (e.g., food, tools), the student will select all the concrete models in the classification requested by the teacher. ("Give me all the tools." The same procedure can be used to teach other classifications e.g., clothing, functions, etc.)

EMPLOYABILITY CURRICULUM

1. EMPLOYABILITY SKILL: Self-Expression

1.03 LEVEL OF PERFORMANCE: Nonverbal Responses

ANNUAL GOAL: The student will respond to verbal stimuli by using a word or short phrase answer.

1.03.1 STIO: When presented with a question, the student will respond correctly but nonberbally.

1.03.11 Given a set of pictures or concrete objects, the student will point to the pictures or objects through oral or descriptive signs.
1.03.111 The student will look at a series of pictures.
1.03.112 The student will listen to the teacher describe the pictures and gesture approval.
1.03.113 The student will look at concrete objects.
1.03.114 The student will be able to identify concrete objects. (e.g., ball, comb, pencil, etc.)
1.03.115 The student will point when asked by the teacher. (e.g., extend hand or index finger)

1.03.12 Given objects or gestures, the student will give appropriate responses when asked to do so by the teacher.
1.03.121 The student will look at the objects. (e.g., pencil, eraser, box, etc.)
1.03.122 The student will listen to the teacher identify objects by name.
1.03.123 The student will listen to the teacher identify positional terms. (e.g., up means..., down means..., etc.)
1.03.124 The student will place an object in a box, then take it out of the box.
1.03.125 Given teacher hand gestures, the student will indicate opposites. (e.g., the teacher points up..., the student points down.... .)

1.03.2 STIO: When asked questions concerning abstracts or concepts, the student will respond with correct nonverbal gestures.

1.03.21 Given abstract questions by the teacher, the student will respond appropriately.
1.03.211 The student will listen to the teacher explain abstract concepts. (e.g., the teacher will give concrete examples of things that are abstract such as sweet, dark, light.)
1.03.212 The student will identify appropriate gestures with body motion. (e.g., move head up or move head down.)
1.03.213 When the teacher gives a command word, the student will act out the command. (e.g., "Stand up." ... The student will stand up.)
1.03.214 When asked to make the room dark, the student will respond with appropriate actions. (e.g., the student will get up and close the blinds, shut off the lights.)
1.03.215 When the teacher gives students an adjective (happy, sad), the student will respond by making a facial gesture to act out the meaning.

1.03.22 Given specific questions about concrete things or objects, the student will respond appropriately.
  - 1.03.221 The student will appropriately identify a gesture by the teacher by pointing.
  - 1.03.222 The student will, when the teacher says a color(red), find an object of that color (red) in the room.
  - 1.03.223 When the teacher gives a word such as"hot," the student will find a concrete object that is opposite to hot (cold) and point to that object.
  - 1.03.224 When shown a heavy object, the student will find a light object.
  - 1.03.225 When the teacher says a word such as"ball,"the student will find the ball and point to it.

1. EMPLOYABILITY SKILL: Self-Expression

1.04 LEVEL OF PERFORMANCE: Limited Verbal Responses

ANNUAL GOAL: The student will understand simple questions and give short appropriate verbal and nonverbal responses.

1.04.1 STIO: When asked a simple question, the student will answer using at least a two-word reply at least 75 percent of the time, avoiding a simple "yes" and "no" and other one-word replies.

1.04.11 When asked his/her name, the student will give both first and last name correctly at least 50 percent of the time.
  - 1.04.111 The student will listen to the teacher state the student's first name, and the student will repeat his/her first name.
  - 1.04.112 The student will listen to the teacher state his/her last name, and the student will repeat his/her last name.
  - 1.04.113 The student will listen to the teacher state his/her first and last name, and the student will repeat his/her first and last name.
  - 1.04.114 The student will listen on a tape recorder to a sentence stating his/her full name and will repeat his/her full name. (e.g., John Smith is nice.)
  - 1.04.115 The student will state his/her full name without any assistance.

1.04.12 When asked his/her age, the student will reply in "year old" instead of a simple number.
  - 1.04.121 The student will listen to the teacher state the student's age number and then repeat it.
  - 1.04.122 The student will listen to the teacher state the student's age number, plus the addition of the word "years," and then will repeat it.
  - 1.04.123 The student will listen to the teacher state the student's age number, plus the addition of the words "years old," and will repeat them.
  - 1.04.124 The student will listen to a tape recorder stating the age, plus the words "years old,"and will repeat that he is "X" years old.
  - 1.04.125 The student will state his age with the words "years old," without assistance.

1.04.2 STIO: When answering questions, the student will make a concerted attempt to look at the other person while answering.

1.04.21 Whenever a student is responding to a specific question, he/she will look directly at the person he/she is speaking to, with little or no reminder by the teacher.
1.04.211 The student will stop activity when asked a question.
1.04.212 The student will move head in direction of person asking the question.
1.04.213 The student will look in the direction of the person asking the question.
1.04.214 The student will look at the person asking the question.
1.04.215 The student will look directly at the person when speaking or being spoken to.

1.04.22 When speaking or being spoken to, the student will maintain eye contact with the other person.
1.04.221 The student will move head in general direction of speaker.
1.04.222 The student will look in general direction of speaker.
1.04.223 The student will look at the speaker.
1.04.224 The student will face the speaker.
1.04.225 The student will maintain eye contact throughout the conversation.

1. EMPLOYABILITY SKILL: Self-Expression

1.05 LEVEL OF PERFORMANCE: Answers Questions

ANNUAL GOAL: The student will communicate a complete idea or question, even though sentences may be fragmented and brief.

1.05.1 STIO: Upon request, the student will state or write within two minutes his/her full name, age, date of birth, address, and telephone number.

1.05.11 When asked for personal identification information, the student will provide basic information verbally.
1.05.111 When asked his/her name, the student will orally give his/her full name.
1.05.112 When asked his/her address, the student will orally give his/her full address.
1.05.113 When asked his/her telephone number, the student will orally give his/her full telephone number.
1.05.114 When asked his/her birthday, the student will orally give his/her birthday.
1.05.115 When asked his/her school, the student will orally give where he/she goes to school.

1.05.12 When asked for personal identification, the student will write on paper basic information.
1.05.121 When asked his/her name, the student will write his/her full name.
1.05.122 When asked his/her address, the student will write his/her full address.
1.05.123 When asked his/her telephone number, the student will write his/her full telephone number.
1.05.124 When asked his/her birthday, the student will write his/her birthday.
1.05.125 When asked his/her school, the student will write the name of his/her school.

1.05.2 STIO: When asked about family members, the student will be able to name each person and the relationship to him/her.

1.05.21 When asked for information about the next-of-kin, the student will verbally give the information.
1.05.211 When asked, the student will give the first name of his/her father.
1.05.212 When asked, the student will give the first name of his/her mother.
1.05.213 When asked, the student will give the full name of his/her father.
1.05.214 When asked, the student will give the full name of his/her mother.
1.05.215 When asked, the student will give in order of birth the first names of all brothers and sisters.

1.05.22 When asked for information about the next-of-kin, the student will write such information on paper.
1.05.221 When asked, the student will write on paper the first name of his/her father.
1.05.222 When asked, the student will write on paper the first name of his/her mother.
1.05.223 When asked, the student will write on paper the full name of his/her father.
1.05.224 When asked, the student will write on paper the full name of his/her mother.
1.05.225 When asked, the student will write on paper in order of birth the first names of all brothers and sisters.

1. EMPLOYABILITY SKILL: Self-Expression

1.06 LEVEL OF PERFORMANCE: Makes Statements

ANNUAL GOAL: The student will ask intelligent questions using fairly complete sentence structure.

1.06.1 STIO: When shown a picture of a familiar object, the student will verbally identify the picture and make a brief comment about it based on previous knowledge or experience.

1.06.11 When given a picture of his/her school, the student will make a brief statement about it based on previous experience.
1.06.111 The student will identify his/her school.(e.g.,"Yes, that's my school.")
1.06.112 The student will state where the school is located. (street location, city)
1.06.113 The student will state where his/her room is located in the school.
1.06.114 The student will state what grade he/she attends at the school.
1.06.115 The student will state how he/she likes or dislikes attending this school.

1.06.12 When shown a picture of his/her house, the student will make a brief statement about it based on previous experience.
  1.06.121 The student will identify the house as his/hers.
  1.06.122 The student will state the location of the house. (street address, city)
  1.06.123 The student will state how many rooms in the house.
  1.06.124 The student will make a brief statement about his/her room.
  1.06.125 The student will state one incident which occurred in the house.

1.06.2 STIO: Given a situation involving a place or a person, the student will communicate a complete idea about either.

1.06.21 After taking a field trip, the student will verbally relate to the class or teacher some of the things he observed.
  1.06.211 The student will explain orally to the class what the field trip was.
  1.06.212 The student will explain orally to the class how far or where the field trip took them.
  1.06.213 The student, when asked during class discussion, will verbally list the things he/she saw on the field trip.
  1.06.214 The student will describe orally to the class one object that he/she saw on the field trip.
  1.06.215 The student will describe orally to the class two objects he/she saw on the field trip.

1.06.22 The student will make a statement about the person of his/her choice(political figure or historical figure, not classmates or family).
  1.06.221 The student will make a statement about a person of his/her choice.
  1.06.222 The student will describe his/her chosen person (tall, short, etc.)
  1.06.223 The student will state what the person does.
  1.06.224 The student will state where this person lives or can be found.
  1.06.225 The student will state the name of this person.

1. EMPLOYABILITY SKILL: Self-Expression

1.07 LEVEL OF PERFORMANCE: Asks Questions

ANNUAL GOAL: The student will start a conversation with little or no prompting, talk in short to medium sentences, and get his/her point across most of the time.

1.07.1 STIO: When given a task to complete in which the student lacks necessary equipment or information to be successful, the student will seek assistance independently from others by asking pertinent questions.

1.07.11 Given an errand to do within the school, the student will independently seek assistance from others in order to complete the errand successfully.

1.07.111 When sent to the office with a note for an item, the student will go to the office, will hand the note to the office personnel to explain what he/she needs, and will return to class immediately, with 100 percent accuracy.

1.07.112 When sent to the office with a note for the student only to refer to, the student will complete the task mentioned in the note and return to class immediately, with 100 percent accuracy.

1.07.113 When sent to the office for an item, the student will go to the office and, when asked what he/she needs, will ask for the item, and return to class immediately, with 50 to 75 percent accuracy.

1.07.114 When sent to the office for an item, the student will go to the office and, when asked what he/she needs, will ask for the item, and return to class immediately, with 100 percent accuracy.

1.07.115 When sent to the office for an item, the student will go to the office, independently ask for the item, and return to class immediately, with 100 percent accuracy.

1.07.12 When placed in an unfamiliar situation or environment, the student will ask for directions to get somewhere or to complete a task. (e.g., "Where is the restroom located?")

1.07.121 When in an unfamiliar environment and asked, "Would you like to go to the restroom?" the student will reply as necessary and find his way there, after being given directions by his/her teacher, 100 percent of the time.

1.07.122 When in an unfamiliar environment, the student will ask to go to the restroom and eventually return, not being able to find it; but he/she will not say anything unless asked if he/she found it, 100 percent of the time.

1.07.123 When in an unfamiliar environment, the student will ask to go to the restroom and then return to class for directions to get there, 100 percent of the time.

1.07.124 When in an unfamiliar environment, the student will ask to go to the restroom and ask someone stationed in the hall for directions to get there, 100 percent of the time.

1.07.125 When in an unfamiliar environment, the student will ask to go to the restroom and ask for directions to get there, 100 percent of the time.

1.07.2 STIO: When involved in conversation with others, the student will independently contribute information and ask questions about things he/she doesn't quite understand.

1.07.21 When in a discussion about a subject that the student is familiar with, the student will independently contribute pertinent information and ask questions of others, 100 percent of the time.

1.07.211 When discussing out-of-school experiences (parties, movies, T.V., family) the student will contribute information when asked questions about the topic, 100 percent of the time.

1.07.212 When discussing out-of-school experiences, the student will listen part of the time, but wil interrupt others around him/her when he/she does contribute information, 100 percent of the time.

1.07.213 When discussing out-of-school experiences, the student will listen to others, but will interrupt only the one speaking in order to contribute information, 100 percent of the time.

1.07.214 When discussing out-of-school experiences, the student will listen to others and contribute information without interrupting someone already speaking 100 percent of the time.

1.07.215 When given a topic on an out-of-school experience to discuss(e.g., movies), the student will initiate the specific idea to discuss, listening to others contributions without interrupting, 100 percent of the time.

1.07.22 When involved in social conversation, the student will independently contribute information and ask questions of the others, 100 percent of the time.

1.07.221 When involved with a group carrying on a social conversation (weather, current events), the student will give answers when he/she is asked questions by others, 50-75 percent of the time.

1.07.222 When involved with a group carrying on a social conversation, the student will volunteer answers to questions asked by others to the whole group, 75-100 percent of the time.

1.07.223 When involved with a group carrying on a social conversation, the student will listen to others, sometimes interrupting them to contribute information, 100 percent of the time.

1.07.224 When involved with a group carrying on a social conversation, the student will listen to others without interrupting and contribute information, 100 percent of the time.

1.07.225 When involved with a group carrying on a social conversation and given a topic to discuss, the student will initiate conversation and listen to others without interrupting, 100 percent of the time.

1. EMPLOYABILITY SKILL: Self-Expression

1.08 LEVEL OF PERFORMANCE: Initiates Conversation

ANNUAL GOAL: The student will initiate conversations frequently and will like to talk. He/she will enjoy talking with more than one person and express himself/herself well.

1.08.1 STIO: In a given environment, the student will initiate conversation with friends or acquaintances on a topic he/she is familiar with, using complete sentences with little or no prompting.

1.08.11 Given assignment on greeting others, the student will greet three persons, using their names, each day for one week.

- 1.08.111 With the aid of the teacher, each student will tape record his/her name.
- 1.08.112 While tape of names is playing, a student will point and repeat name of the student who stated his/her name.
- 1.08.113 Each morning, the student will greet one new friend, using the whole name.
- 1.08.114 In the afternoon, the student will tell the teacher to whom he/she said "hello."
- 1.08.115 The student will tape record the names of the people he/she greeted each day for a week.

1.08.12 Given an assignment of working with others to discuss people, the student will freely initiate conversation about who he/she considers friends.

- 1.08.121 The student will draw a picture of his/her best friend and discuss characteristics of the friend's appearance.
- 1.08.122 The student will discuss in a one-on-one situation the reasons why each one chooses a particular person as a friend.
- 1.08.123 The student will orally state characteristics he admires in a person.
- 1.08.124 The student will name persons he/she knows who have all or many of his/her own favored characteristics.
- 1.08.125 Using complete sentences, the student will give names and identifiable characteristics of two friends.

1.08.2 STIO: In a work situation, the student will initiate conversation with supervisor and/or fellow employees about vocational problems encountered on the job.

1.08.21 Given a work simulation situation, the student will give at least five ways a fellow employee can help him/her on the job.

- 1.08.211 The student will orally state the names of three employees with whom he/she works closely.
- 1.08.212 The students in class will discuss and list problems that do or may occur on the job.
- 1.08.213 Using a video tape, two students will role play two employees discussing a problem that may happen on the job.
- 1.08.214 The whole class will discuss after viewing the video tape (No. 3) other ways this problem may have been handled.
- 1.08.215 The student will list and discuss five ways he/she could assist a fellow employee.

1.08.22 Given a typical work-related problem, the student will role play (as employee) with the teacher (as employer) proper ways of handling the problem.

- 1.08.221 The class will discuss how they would handle a given problem at work.
- 1.08.222 The student will read a story about a worker with a problem and how he/she presented it to his/her employer.
- 1.08.223 Given three typical work problems, the student will orally state why his/her problem occurred.

1.08.224 The student will role play with another student some specific work problems between employer and employee.
1.08.225 The student and the teacher will role play a situation where an employee goes to the boss with a solution for properly handling a problem.

1. EMPLOYABILITY SKILL: Self-Expression

1.09 LEVEL OF PERFORMANCE: Socially Expressive

ANNUAL GOAL: The student will communicate with ease and clarity and be able to respond to others' ideas and communications.

1.09.1 STIO: In any given situation, the student will interact with others by initiating small talk based on previous experience.

1.09.11 In a given situation, the student will interact with others by joining in on small talk.
- 1.09.111 Each student will draw a picture about a favorite television show.
- 1.09.112 The students will divide into groups of two, and each student will talk about his/her picture with the other student in the group.
- 1.09.113 The students will divide into groups of four to five, and each student will talk about his/her picture with the rest of the group.
- 1.09.114 When students are in groups of four or five, each student will tell something about each television show represented.
- 1.09.115 Each student will volunteer to talk to the whole class about his/her own television show. After he/she is finished, the teacher will encourage other students to add information about that particular television show.

1.09.12 In a given situation, the student will interact with others by initiating small talk based on previous experience.
- 1.09.121 Each student will draw a picture about one of the following: vacation with the family, trip to friends or relatives, working around the house, etc.
- 1.09.122 The students will divide into groups of two, and each student will talk about his/her picture to the other student in the group.
- 1.09.123 The students will divide into groups of four to five, and each student will talk about his/her picture to the rest of the group.
- 1.09.124 When the students are in groups of four to five, each student will ask questions about each activity represented.
- 1.09.125 Each student will volunteer to talk to the whole class about his/her activities. After he/she is finished, the other students will ask questions concerning the speaker's activities.

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1.09.2 STIO: Given a situation requiring use of the telephone, the student will mechanically operate and talk on the telephone, using clear speech and demonstrating correct procedures for both placing and receiving calls.

- 1.09.21 When using a telephone, the student will properly hold receiver and dial a given number. correctly.
  - 1.09.211 After watching the example of the teacher, the student will demonstrate the proper way to hold the receiver, using a tele-trainer.
  - 1.09.212 Without holding the receiver, the student will practice dialing his/her own phone number, using a tele-trainer.
  - 1.09.213 Without holding the receiver, the student will practice dialing the phone numbers of other students, using a tele-trainer.
  - 1.09.214 The students will properly hold the receiver and practice dialing his/her own phone number, using a tele-trainer.
  - 1.09.215 The student will properly hold the receiver and practice dialing the phone number of other students, using a tele-trainer.

- 1.09.22 When using the telephone, the student will demonstrate correct procedures for answering and placing calls.
  - 1.09.221 The student will discuss various ways to answer the phone (e.g.,"Hello," "Good morning," "Good afternoon," etc.)
  - 1.09.222 The student will practice answering the tele-trainer by using some of the above greetings.
  - 1.09.223 The student will discuss the proper way to place a call (e.g.,"Hello," identify him/herself, state the purpose of the call.)
  - 1.09.224 The student will practice placing calls on the tele-trainer using the above method.
  - 1.09.225 The student will role play realistic situations with the tele-trainer (one student placing a call and another student receiving the call.)

1. EMPLOYABILITY SKILL: Self-Expression

1.10 LEVEL OF PERFORMANCE: Communicative

ANNUAL GOAL: The student will demonstrate the communicative skills necessary for his/her employability.

1.10.1 STIO: Given a job situation which requires interacting, the student will interact with others by listening and responding at appropriate times.

- 1.10.11 After discussing rules of behavior for a job situation, the student will verbally state all points covered in discussion in his/her own words and in a clear voice.
  - 1.10.111 The student will name two reasons why we have rules: 1) safety, 2) productivity.

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1.10.112 When asked, the student will name two reasons why it is necessary to have rules on a job: 1) to prevent injury, 2) to have order and control.

1.10.113 The student will describe two types of positive behavior on a job: 1) walking, not running, 2) working with others in the group.

1.10.114 The student will describe two types of negative behavior on a job: 1) fighting, 2) pushing.

1.10.115 The student will describe, to the teacher's satisfaction, two types of positive behavior: 1) staying in designated work area, 2) staying with work group.

1.10.12 When asked, the student will answer questions, communicate with adult workers in a clear voice, and respond at appropriate times to the teacher's satisfaction.

1.10.121 Given an opportunity, the student will converse clearly with an adult worker within a school setting to the satisfaction of the teacher. (teachers, custodians)

1.10.122 Given a question related to work-related material being presented, the student will answer questions in a clear manner. (in a clear voice, at appropriate time)

1.10.123 When provided an opportunity, the student will discuss opinions related to previously presented material. (stories, current events)

1.10.124 In a given situation, the student will lead group discussion with teacher assistance. (picture stories, events)

1.10.125 In a given situation, the student will lead a group discussion activity in a clear and organized manner to the satisfaction of the teacher. (stories, previously discussed events)

1.10.2 STIO: Given a situation requiring group planning and discussion, the student will speak and communicate with adults clearly.

1.10.21 After a discussion and planning session on outlining the plan and schedule for a given day, the student will clearly restate all activities discussed.

1.10.211 The student will name two reasons why it is important to have a planned day: 1) organization, 2) planning for special activities.

1.10.212 The student will name two areas to consider when planning a daily schedule: 1) timing, 2) daily activities to be completed.

1.10.213 The student will name two other community helpers who plan their day: 1) dentist, 2) farmer.

1.10.214 The student will describe two areas where planning would help on a job: 1) cleaning and arranging the job site, 2) scheduling work.

1.10.215 The student will describe, to the satisfaction of the teacher, two reasons why planning helps to organize one's day: 1) more work accomplished, 2) job satisfaction.

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1.10.22 When asked, the student will describe criteria for successful communications and ways to reduce future failure in communicating with adults.

- 1.10.221 After a group discussion, the student will describe two criteria essential for successful communications with adults: 1) clear voice, 2) good appearance, posture/cleanliness.
- 1.10.222 After a group discussion, the student will describe two topics for initiating discussion with adults: 1) weather, 2) sports/current events.
- 1.10.223 After group discussion, the student will lead class discussions on a previously related job activity with teacher assistance: 1) events of work, 2) work problems.
- 1.10.224 After a group discussion, the student will lead the discussion without adult assistance, using appropriate procedures: 1) clear voice, 2) good posture.
- 1.10.225 Given an opportunity in a job setting, the student will discuss a special event or activity with an invited adult, to the satisfaction of the teacher: 1) job supervisor, 2) another worker.

NOTES:

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2. EMPLOYABILITY SKILL: Sociability

2.01 LEVEL OF PERFORMANCE: Antisocial

ANNUAL GOAL: The student will be withdrawn only to the extent that attempts to interact socially with him/her will be totally ignored; however, the student will not refuse to interact.

2.01.1 STIO: Given a classroom situation, the student will interact with others without being antagonistic.

- 2.01.11 Given the direction to sit with a partner in class, the student will demonstrate cooperation.
  - 2.01.111 The student will sit quietly in an assigned seat and do independent work next to his/her partner for at least one class period a day.
  - 2.01.112 The student will greet partner at beginning of classes with an appropriate greeting, such as "Hello" or "Hi."
  - 2.01.113 The student will follow teacher direction to complete a dual assignment with his/her partner, turning in the paper together.
  - 2.01.114 The student will walk with partner from one classroom to another classroom, without disruption.
  - 2.01.115 The student will greet other classmates in a friendly manner at appropriate times, such as in the hall, in lunch room, etc.

- 2.01.12 Given the direction, the student will join a partner in a friendly game/activity with which he/she is familiar.
  - 2.01.121 The students will cooperatively choose game/activity to be done.
  - 2.01.122 When choosing a game, the student will reveal the activity time period
  - 2.01.123 The student will understand and follow cheerfully the rules of the game/activity.
  - 2.01.124 The student will display appropriate emotions relative to game outcome.
  - 2.01.125 The student will join partner in returning materials to proper place, without complaining.

2.01.2 STIO: Given a task, the student will participate in a dependable and acceptable manner.

- 2.01.21 Given the assignment of the class job station of Assistant Door Person, the student will demonstrate dependability and manifest adaptability.
  - 2.01.211 The student will observe the Door Person for one week to learn the job duties. He/she will meet with the Door Person to discuss the duties.
  - 2.01.212 At the beginning of the second week, the student will answer the door every other time and successfully carry out the duty.

2.01.213 The student will,at the beginning of the third week, answer the door every time and successfully carry out the duty.

2.01.214 The student will,at the beginning of the fourth week, share the duty successfully with the newly appointed Assistant Door Person.

2.01.215 The student will meet with the newly appointed Door Person and discuss the duties of the job.

2.01.22 Given a class party in the community, the student will attend and gain peer/adult acceptance.

2.01.221 The student will make necessary plans for transportation to and from the party.

2.01.222 The student will arrive on time, dressed appropriately.

2.01.223 The student will join the other students in the party activities, showing no disruptive behavior.

2.01.224 The student will follow rules and directions without complaining.

2.01.225 The student will respond to greetings/conversations by peers/adults in a positive way.

2 EMPLOYABILITY SKILL: Sociability

2.02 LEVEL OF PERFORMANCE: Ignores Others

ANNUAL GOAL: The student will be shy and withdrawn, but will at times engage in social interaction with others.

2.02.1 STIO: Given an open situation, the student will decrease the amount of time spent alone.

2.02.11 Given any classroom situation, the student will spend five minutes out of an hour with another person.

2.02.111 When asked for volunteers to help the teacher, the student will volunteer once out of every two times.

2.02.112 The student will work for five minutes daily with the teacher on a classroom job or task.

2.02.113 After being picked to participate on a classroom team, the student will interact by playing his/her role as a team member.

2.02.114 During a recess or gym period, the student will interact with another student for at least five minutes. (e.g., passing ball to a partner in a competitive game)

2.02.115 When picked as captain of a team, the student will choose teammates to participate on his/her team.

2.02.12 Given an open situation, the student will make the effort to greet those with whom he/she comes into contact.

2.02.121 When given a worksheet of various sayings, the student will circle the ones stating proper greetings to be used when meeting a person ("Good morning," "Hello," "How are you?" "None of your business").

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2.02.122 When given a tape recorder. the student will record various greetings to people of different titles (e.g., greeting the principal, classroom visitor, parents), and will replay to critique.

2.02.123 In a role playing situation, the student will introduce himself/herself to another student. (e.g., "Hello, my name is Joe /Jane." or "What's your name? Mine is Joe/Jane.")

2.02.124 In a role playing situation, the student will introduce one student to another. (e.g., "Bill, this is Jim." or "Jane, I'd like you to meet Sue.")

2.02.125 When role playing a job situation, the student will demonstrate how to greet and react to a visit by his/her boss at his/her work site. (e.g., "Good morning, Mr./Ms. Jones.")

2.02.2 STIO: Given a social setting, the student will interact through eye contact and gestures.

2.02.21 During a classroom game, the students will communicate with each other by eye contact.

2.02.211 Given a mirror, the student will maintain eye contact for two minutes.

2.02.212 Each day when roll is called, the student will acknowledge his/her presence by making eye contact with the teacher.

2.02.213 During a playback of a class video-tape, the students will comment on their eye contact with the teacher.

2.02.214 When paired with another student, one student will try to get a message across to the other by various eye contacts.

2.02.215 When addressing the class, the student will zero in on a target in the rear of the room to establish an eye contact with the group.

2.02.22 During a classroom game, the students will communicate with each other by gestures.

2.02.221 The student will describe the size of a given object by using gestures.

2.02.222 The student will demonstrate the emotion of fear, sadness, and joy with facial gestures.

2.02.223 Using a video taped-program without sound, the student will be able to tell some of the emotions expressed by the facial gestures and directions given by hand gestures.

2.02.224 In a game of Simon Says, the student will repeat gestures as directed by Simon.

2.02.225 When playing charades, the student will act out the name of a song using gestures until the class gets the name.

2. EMPLOYABILITY SKILL: Sociability

2.03 LEVEL OF PERFORMANCE: Somewhat Inhibited

ANNUAL GOAL: The student will be generally shy and somewhat withdrawn, but will respond when social interaction is initiated by others.

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2.03.1 STIO: Given a structured setting, the student will converse with his peers without reminder from his teacher.

- 2.03.11 The student will communicate verbally with at least two people within the school classroom setting.
  - 2.03.111 The student will view film of young people developing friendships.
  - 2.02.112 The student will state to teacher what the people on the film talked about to begin friendships.
  - 2.02.113 The student will go to the library and tell the librarian about one activity that happened in the classroom.
  - 2.02.114 The student will pick another student in the classroom to have conversation with.
  - 2.02.115 While in the classroom, the student will have a conversation with at least two classmates without prompting.

- 2.03.12 Given a social gathering, the student will make small talk with those surrounding him/her.
  - 2.03.121 The class will have morning conversation circle where each student will state one thing he/she did the previous evening.
  - 2.03.122 Students will plan a classroom party.
  - 2.03.123 The student will invite two outside people to the class party.
  - 2.03.124 During the party, the student will talk to most of the persons at the party.
  - 2.03.125 The student will list or state all people he/she spoke to at the party and what they talked about.

2.03.2 STIO: Given a social setting, the individual will show proper facial reactions to various situations.

- 2.03.21 Given five pictures showing different situations expressing feelings, the student will show what facial expression would express the situation.
  - 2.03.211 The student will cut out pictures from a magazine of a death, a birth, an angry person, someone listening, and someone working.
  - 2.03.212 The student will state if the pictures above are happy, sad, or neutral situations.
  - 2.03.213 The student will place a card with a smile, a frown, or a straight face under pictures expressing that feeling.
  - 2.03.214 The student will tell a story of something that made him/her laugh.
  - 2.03.215 The student will place each picture in an appropriate box, labeled sad, happy, or everyday feelings.

- 2.03.22 Given five situations expressing different feelings, the student will show proper facial expressions, i.e., sadness, happiness, fear, anger, surprise.
  - 2.03.221 The teacher will explain three situations, and the student will state how each situation would make him/her feel.

2.03.222 The student will listen to a taped story which expresses various feelings.
2.03.223 The student will list feelings heard on tape.
2.03.224 Class will role play story heard on tape, using proper facial expressions.
2.03.225 The students will go on a field trip to view and then discuss different facial expressions seen that day.

2. EMPLOYABILITY SKILL: Sociability

2.04 LEVEL OF PERFORMANCE: Reserved

ANNUAL GOAL: The student will communicate openly with friends, and will respond to strangers when interaction is initiated by them.

2.04.1 STIO: Given a social situation involving a public place, the student will ask directions and show proper manners through his/her conversation.

2.04.11 On a simulated department store trip, the student will ask the clerk for directions to the restroom, using proper conversational manners.
2.04.111 The student will prepare for the field trip by listening to a tape and watching a video-tape of the proper ways to ask where the restroom is located in a public place.
2.04.112 The student will list or tell three mannerly ways to ask where the restroom is located in a public place.
2.04.113 The student will role play the situation with teacher as clerk.
2.04.114 The student will role play the situation in front of the class with classmate as clerk.
2.04.115 The student will identify the clerk in a picture of a department store.

2.04.12 In a simulated trip to a restaurant, the student will show good manners when asking the waiter/waitress about the menu.
2.04.121 The student will listen to a tape and watch a video-tape of proper ways to ask the waiter/waitress about the menu.
2.04.122 The student will list or tell five mannerly ways to ask the waiter/waitress about the menu
2.04.123 The teacher and student will role play the situation with actual menu with teacher as waiter/waitress.
2.04.124 The student will role play the situation in front of the class with actual menu with classmate as waiter/waitress.
2.04.125 A real waiter/waitress will come to the classroom and role play with the class, telling them how he/she likes to be treated.
2.04.126 The student will identify a waiter/waitress in a picture of a restaurant.

2.04.2 STIO: Given a social setting, the student will stand within three feet, but not closer than one foot, of another person.

2.04.21 Given the opportunity to talk with a classmate, the student will stand within three feet, but no closer than one foot.
- 2.04.211 The student will identify a yard stick and understand it is three feet long.
- 2.04.212 The student will color a three-foot piece of tape (up to one-foot mark-red, two-to three-foot mark-green) and place it on the floor.
- 2.04.213 The student will stand on the green area while conversing with a classmate.
- 2.04.214 The student will estimate a one-foot, two-foot, and three-foot area in a conversation with a classmate.
- 2.04.215 The student will establish the appropriate distance while maintaining conversation with another student.

Note: Discuss with students why we feel uncomfortable at close distance with one another.

2.04.22 Given the opportunity to talk with an adult supervisor or teacher, the student will stand within three feet, but not closer than one foot, while engaged in conversation.
- 2.04.221 The student will identify a yard stick and understand it is three feet long.
- 2.04.222 The student will color a three-foot piece of tape (up to one-foot mark-red, two-to three-foot mark-green) and place it on the floor.
- 2.04.223 The student will stand on the green area while conversing with the teacher.
- 2.04.224 The student will estimate a one-foot, two-foot, and three-foot area in a conversation with an adult.
- 2.04.225 The student will establish the appropriate distance while maintaining conversation with the teacher or other adult.

2. EMPLOYABILITY SKILL: Sociability

2.05 LEVEL OF PERFORMANCE: Responsive to Friends

ANNUAL GOAL: The student will communicate openly with both friends and strangers.

2.05.1 STIO: Given a social setting, the student will communicate verbally with friends.

2.05.11 Given a pair of telephones, the student will carry on a simple conversation with friends.
- 2.05.111 Given a tele-trainer, the student will dial the number of a friend and say, "Hello."
- 2.05.112 Given a tele-trainer, the student will dial the number of a friend and ask to speak with the friend.
- 2.05.113 Given a tele-trainer, the student will dial the number of a friend and talk for ten minutes to the friend with prompting by the teacher.

2.05.114 Given a tele-trainer, the student will dial the number of a friend and talk for 15 minutes with very little prompting.
2.05.115 Given a tele-trainer, the student will dial a friend and carry on a conversation for 15 minutes with no prompting.

2.05.12 Given the task of planning a birthday party, the student will invite other students to the party.
2.05.121 Given the task of planning a party, the student will, with help of others, set date, time, and place.
2.05.122 Given the task of planning a birthday party, the student will select the refreshments to be served, with some help from others.
2.05.123 Given the task of inviting others, the student will first decide the number to attend, with help.
2.05.124 Given the task of inviting others, the student will write out a list of friends to come, with help.
2.05.125 Given the task of planning a birthday party, the student will invite classmates on the list by calling them on the phone, with no assistance.

2.05.2 STIO: Given a task that requires sharing, the student will give the other student what he/she has that the other student requires to complete his/her task.

2.05.21 Given the task of sharing, the student will give the other student some of what he/she has.
2.05.211 Given a box of crayons to color with, the student will share with another student on command.
2.05.212 Given a box of crayons to color with, the student will share voluntarily with one other person.
2.05.213 Given a large box of crayons and sitting with three others, the student will share on request
2.05.214 Given a box of crayons and sitting with six others, the student will share on request.
2.05.215 Given one box of crayons and sitting with other students, the student will share when necessary.

2.05.22 Given a simple table game to play involving four people, the student will ask three other friends to join in.
2.05.221 Given a simple game to play that involves another person, the teacher will play with the student.
2.05.222 Given a simple game to play that involves three people, the student will play with the teacher; the teacher will ask two others to join in.

2.05.223 Given a simple game to play that involves one other person, the student will ask a friend on request.
2.05.224 Given a simple game to play that involves two people, the student will ask one other person without request.
2.05.225 Given a selection of games to choose from, the student will select a game that involves three others and on his/her own ask them to participate.

2 EMPLOYABILITY SKILL: Sociability

2.06 LEVEL OF PERFORMANCE: Responsive to Strangers

ANNUAL GOAL: The student will communicate openly with friends and strangers, and will engage in social activities only within his/her peer group.

2.06.1 STIO: Given a classroom setting, the student will communicate openly with friends and strangers.

2.06.11 Given a group situation involving peers, the student will demonstrate proper social attitudes toward friends/peers.
2.06.111 Given a demonstration, the student will observe a person move to the right of a hallway when approached by an oncoming person.
2.06.112 Given a role playing situation, the student will move to the right of the hallway when approached by an oncoming friend.
2.06.113 When moving through the hallway during break(s), the student will move to the right when approached by oncoming peers.
2.06.114 Given a demonstration, the student will observe a person pass through a group of friends, excusing him/herself as needed.
2.06.115 Given a role playing situation with a group of friends, the student will pass through the group, excusing him/herself as needed.
2.06.116 When moving through a group (crowd/gathering) of peers, the student will pass through the group, excusing him/herself as needed.

2.06.12 Given a group situation involving strangers, the student will demonstrate proper social attitudes toward strangers.
2.06.121 Given a demonstration, the student will observe a person move to the right when approached by an oncoming stranger.
2.06.122 Given a role playing situation, the student will move to the right when approached by a stranger.
2.06.123 On a walk in the community, the student will move to the right of the sidewalk when approached by an oncoming pedestrian (stranger).

2.06.124 Given a demonstration, the student will observe a model pass through a small group of strangers, excusing him/herself as needed.
2.06.125 Given a role playing situation with a small group of strangers, the student will pass through the group, excusing him/herself as needed.
2.06.126 On a field trip to a small local store, the student will move to the right when approached by an oncoming stranger and/or pass through a small group of strangers, excusing him/herself as needed.

2.06.2 STIO: Given a job simulation involving strangers, the student will communicate openly, the student will ask the stranger, "May I help you?"

2.06.21 Given a job situation as a sorter, the student will respond to a stranger's questions concerning his/her job duties.
2.06.211 Given a demonstration, the student will observe a person responding to a stranger's question, "What is your job?"
2.06.212 Given a role playing situation, the student will, with assistance, respond to the question, "What is your job?"
2.06.213 Given a role playing situation, the student will, without assistance, respond to the question, "What is your job?"
2.06.214 When asked by a stranger, the student will, with assistance, respond verbally to the question, "What is your job?"

2.06.22 Given a job situation as a receptionist, the student will initiate conversation with a stranger.
2.06.221 Given a demonstration, the student will observe a person receiving a stranger at a reception desk. ("Good afternoon. May I help you?")
2.06.222 Given a role playing situation, the student will, with assistance, receive a person at a reception desk by stating, "Good afternoon. May I help you?"
2.06.223 Given a role playing situation, the student will, without assistance, receive a person at a reception desk by stating, "Good afternoon. May I help you?"
2.06.224 When a stranger approaches the reception desk, the student will, with assistance if needed, initiate conversation by stating, "Good afternoon. May I help you?"
2.06.225 When a stranger approaches the reception desk, the student will, without assistance, say, "Good afternoon. May I help you?"

2 EMPLOYABILITY SKILL: Sociability

2.07 LEVEL OF PERFORMANCE: Interacts With Peers

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ANNUAL GOAL: The student will communicate openly with friends and strangers and will engage in social activities with both his/her peers and adults.

2.07.1 STIO: In any given situation, the student will demonstrate proper social attitudes toward peers.

2.07.11 When asked to be a partner in a game with a student he does not like very well, the student will do so without displaying negative behavior.
2.07.111 The student will identify to the teacher his/her likes and dislikes about people.
2.07.112 The student will tell class about a situation where he/she had hurt feelings and how he/she felt about it.
2.07.113 The student will tell or list ways he/she can avoid hurting other people's feelings.
2.07.114 The student will sit at a desk and work with a student whom he/she doesn't particularly like.
2.07.115 When acting as a team captain to choose sides, the student will pick some students he/she gets along with and some students he/she does not get along with.

2.07.12 The student will call or visit at least one of his/her peers per week.
2.07.121 The student will be able to give the telephone numbers of his/her favorite peer.
2.07.122 The student will be able to give the address of his/her favorite peer.
2.07.123 The student will draw a map showing how to get to his/her friend's house from home.
2.07.124 When given a worksheet with many telephone numbers and addresses on it, the student will circle the ones that belong to his/her closest peer.
2.07.125 Using a tele-trainer, the student will simulate calling another student at home.

2.07.2 STIO: Given a social activity, the student will smile and talk with those he/she knows.

2.07.21 Given free time, the student will talk with a friend about one of the following: 1) classwork, 2) sports, or 3) weather.
2.07.211 Given a sheet of paper listing the three topics above, the student will list as many facts about that topic as he/she can.
2.07.212 After the teacher has written classwork, sports, and weather on separate cards, the student will select one and carry on a three-minute conversation with the teacher.
2.07.213 After choosing one of the three given topics, the student will role play a telephone conversation using the tele-trainer with a peer.
2.07.214 When matched with another peer of the same sex, the student will conduct a five-minute conversation with that student on any subject.
2.07.215 When matched with another peer of the opposite sex, the student will conduct a five-minute conversation with that student on any subject.
Note: Teacher may have student tape record the conversations.

2.07.22 Given a normal school day, the student will display social interaction with peers on a friendship type basis, maintaining a friendly and positive attitude.

- 2.07.221 When asked, the student will tell why it is important to display good social interaction with peers by maintaining a friendly and positive attitude and appearance. (e.g., to be friendly, to get along with others)
- 2.07.222 After being made aware by the teacher, the student will place a check mark after his/her name every time the student displays a positive remark or gesture toward a peer.
- 2.07.223 During a classroom party, the student will display positive social attitudes. (e.g., no screaming, no fighting)
- 2.07.224 Given different kinds of social situations, the student will tell the proper social behavior desired for each. (e.g., happiness - smile and laughter, sadness - a sober appearance and giving words of condolence)
- 2.07.225 When shown pictures of different groups of people engaged in various activities (rioting, celebrating, mourning), the student will identify the proper attitude and appearance in order for him/her to interact with that group.

2. EMPLOYABILITY SKILL: Sociability

2.08 LEVEL OF PERFORMANCE: Interacts With Adults

ANNUAL GOAL: The student will be generally comfortable in any social or personal interaction and will be considered to be friendly and personable by nearly everyone.

2.08.1 STIO: Given various job situations, the student will name adults whose judgments and opinions he/she would accept and tell why.

2.08.11 When asked, the student will, within one minute, give one reason why he/she should listen to a boss at work.

- 2.08.111 The student watches video-tape or film of a supervisor doing his/her job.
- 2.08.112 The student says or lists five reasons why someone is chosen for a supervisor's position.
- 2.08.113 The student and teacher role play someone becoming a boss.
- 2.08.114 The student and teacher role play supervisor's duties.
- 2.08.115 The student gives one reason why he/she should listen to his/her boss at work.

2.08.12 Upon request, the student will give two reasons why he/she should listen to a fellow worker who has been on the job longer.

- 2.08.121 The student watches a video-tape or film of an experienced worker doing his/her job.
- 2.08.122 The student says or lists five reasons why experience is a valuable asset.
- 2.08.123 The student and teacher role play an experienced worker talking to an inexperienced worker.

2.08.124 The student and teacher role play #3, with student as the experienced worker.
2.08.125 The student will give two reasons why he/she should listen to a fellow employee who has been on the job longer.

2.08.2 STIO: Given a social setting, the student will perform in a helpful and personable manner.

2.08.21 At the factory covered-dish picnic, the student will bring his/her dish and place it on the table with other dishes for serving.
2.08.211 The student will bring covered dish to the table.
2.08.212 At the appointed time, the student will help to set the table.
2.08.213 The student will save all wrappings, etc. needed for dishes.
2.08.214 The student will talk socially to persons sitting at the table.
2.08.215 The student will help to clean up after the meal.

2.08.22 While at the picnic, the student will help to set up a baseball game.
2.08.221 The student will help to get the needed playing equipment and take it to the baseball field.
2.08.222 The student will help choose sides.
2.08.223 The student will play cooperatively and in a team fashion.
2.08.224 At the end of the game, the student will help to put the equipment back in its proper place.
2.08.225 The student will cooperate in cleaning up the baseball area when the game is over.

2. EMPLOYABILITY SKILL: Sociability

2.09 LEVEL OF PERFORMANCE: Outgoing

ANNUAL GOAL: The student will enjoy and will actively seek personal and social interaction with others. He/she will be regarded as a leader by both his/her peers and adults.

2.09.1 STIO: The student will initiate and pursue topics in conversation consistent with place, role, or social situation.

2.09.11 At a party, given by the class, the student will join a party activity in one of three ways: talking to friends in a mannerly way, joining in group games, or joining in dancing.

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2.09.111 The student will talk about the party activities for two days before the party.
2.09.112 In a friendly conversation, the student will tell a joke and share information with peers.
2.09.113 The student will demonstrate ability to dance both fast and slow.
2.09.114 The student will demonstrate mannerly speaking by thanking the host either verbally or by a short letter later.
2.09.115 The student will participate in party games, including buzz and charades.

2.09.12 When entering a new environment, the student will properly introduce him/herself to those surrounding him.
2.09.121 The student will list or say proper verbal manners, including "How do you do" and "Pleased to meet you."
2.09.122 The student will use proper non-verbal manners when being introduced; such as, standing up and shaking hands. The student should role play this activity.
2.09.123 The student will demonstrate introduction techniques by introducing him/herself to the teacher in role playing.
2.09.124 The student will practice introducing him/herself to classmates.
2.09.125 The student will practice introducing him/herself to someone else; such as, the principal, office staff, etc.

2.09.2 STIO: Given a group situation involving both peers and adults, the student will enter the conversation and express himself/herself.

2.09.21 Given a group of peers, the student will enter into conversation with the group.
2.09.211 The student will excuse him/herself and offer his/her ideas or comments after listening for three or four minutes.
2.09.212 The student will maintain eye contact and voice control.
2.09.213 The student will allow his/her peers to offer their opinions and accept criticism of his/her ideas.
2.09.214 The student will encourage others' opinions, positive or negative.
2.09.215 The student will thank his/her peers for their comments and interaction.

2.09.22 Given a group of adults, the students will enter into conversation with the group.
2.09.221 The student will excuse him/herself and offer his/her ideas or comments after listening for three or four minutes.
2.09.222 The student will maintain eye contact and voice control.
2.09.223 The student will allow the group to offer their opinions and accept criticism of his/her ideas.
2.09.224 The student will encourage other opinions, positive or negative.
2.09.225 The student will thank the group for their comments and interaction.

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2 EMPLOYABILITY SKILL: Sociability

2.10 LEVEL OF PERFORMANCE: Sociable

ANNUAL GOAL: The student will demonstrate the ability to work cooperatively with peers and supervisors at levels necessary for employability.

2.10.1 STIO: Given a work situation, the student will initiate social/personal interaction.

2.10.11 Given a social work activity, the student will initiate interaction.
2.10.111 The student will be able to work well in committee to obtain a guest speaker to speak on two subjects: dating, proper behavior, drugs, etc.
2.10.112 The student will be able to interact with other staff in a positive manner in arranging for a guest speaker.
2.10.113 The student will invite others to the presentation and be able to talk with unfamiliar peers.
2.10.114 The student will form a circle, and the presenter will start the discussion.
2.10.115 The student will question the presenter and other classmates.

2.10.21 Given a social work activity setting, the student will respond appropriately to interaction.
2.10.211 The student will talk about a Friday night dance in an enjoyable manner.
2.10.212 The student will ask another person what they will be wearing to the dance.
2.10.213 The student will ask another person what is his/her favorite music.
2.10.214 The student will ask each other how they should act at a dance.
2.10.215 The student will ask others what they will do after the dance.

2.10.2 STIO: Given the opportunity to perform in specific job functions, the student will attend and demonstrate the following behavior: initiate and respond through interaction.

2.10.21 Given a job as Senior Citizen Care Aide, the student will demonstrate the ability to assist and talk to Senior Citizens.
2.10.211 The student will be able to help in shopping for food.
2.10.212 The student will be able to help Senior Citizens pay bills.
2.10.213 The student will be able to initiate single conversations with Senior Citizens.
2.10.214 The student will be able to follow directions given by Senior Citizens.
2.10.215 The student will be able to ask questions and to answer questions in a friendly manner.

2.10.22 Given the job of Office Aide, the student will demonstate the ability to engage in joint work ventures.
2.10.221 The student will be able to take constructive criticism from supervisor.
2.10.222 The student will be able to recognize and name all office workers.

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2.10.223 The student will be able to work well with fellow workers in assigned tasks.
2.10.224 The student will be able to seek out social contacts with fellow workers.
2.10.225 The student will be able to judge personal interactions in relation to nature of activity.

NOTES:

EMPLOYABILITY CURRICULUM

3. EMPLOYABILITY SKILL: Work Independence

3.01 LEVEL OF PERFORMANCE: Constant Supervision

ANNUAL GOAL: The student will perform work activities while always within the supervisor's view and while being given frequent directions.

3.01.1 STIO: Given a segment of a task, the student will be able to perform the first step presented and with practice will perform successive steps until the total task is performed.

3.01.11 Given a series of demonstrations, the student will be able to perform a selected part of a task possibly several times without altering the pattern.

- 3.01.111 The student watches the teacher pick up one bolt and place it in a plastic bag.
- 3.01.112 The student watches the teacher pick up one bolt and place it in a plastic bag, with the teacher giving a verbal explanation of the steps.
- 3.01.113 The student watches the teacher pick up one bolt and place it in a plastic bag, with the teacher repeating and reinforcing with verbal explanations.
- 3.01.114 The student will attempt to pick up a bolt.
- 3.01.115 The student will attempt to place the bolt in the bag and will succeed occasionally.

3.01.12 After the teacher physically takes the student's hands or feet and helps him/her perform a task, the student will be able to perform a portion of the task.

- 3.01.121 The student will watch the teacher pick up one bolt and place it in a plastic bag.
- 3.01.122 The student will watch the teacher take his/her hand and help him/her pick up a bolt and place it in a plastic bag.
- 3.01.123 The student will repeat #2 with less physical prompting.
- 3.01.124 The student will repeat #3 with less and less physical prompting and possibly only once being helped with finger control.
- 3.01.125 The student will pick up one bolt on command 10 times and be rewarded.

3.01.2 STIO: When asked, the student will be able to follow directions in order to complete a specific job-related activity.

3.01.21 Given a set of sequential pictures in which each picture is a step (direction) in completing a work project, the student will be able to put them in correct order with 100 percent accuracy.

- 3.01.211 The student will verbally tell the teacher what happens at each individual step in a four-step sequential work project.
- 3.01.212 The student will verbally tell the teacher what happens at step #1 and will physically place the picture card in position A.

3.01.213 The student will verbally tell the teacher what happens at step #1 and #2 and will physically place picture cards in position A and B.
3.01.214 The student will verbally tell the teacher what happens at step #1, #2, and #3, and will physically place picture cards in positions A, B, and C.
3.01.215 The student will verbally tell the teacher what happens at step #1,#2,#3, and #4 and will physically place picture cards in positions A,B,C, and D.(Reward each success.)

3.01.22 Using an art project which takes several steps, the student will complete each step only when directed by the teacher.
3.01.221 The student will get all four components of the art project and place them at his desk; as directed, the student will wait before beginning work, and the teacher will go away for 30 seconds and return and give directions to complete step #1.
3.01.222 The student is told to do step #1 and then to wait until the teacher returns after being away for 45 seconds. (If student waits,give a reward.
3.01.223 The student is told to do step #2 and then to wait until the teacher returns; the teacher returns after one minute and rewards the student if he/she waited.
3.01.224 The student is told to do step #3 and to wait until the teacher returns; the teacher returns after one minute fifteen seconds and gives a reward if he/she waited.
3.01.225 The student is told to do step #4 and is rewarded if he/she waited.

3. EMPLOYABILITY SKILL: Work Indenpendence

3.02 LEVEL OF PERFORMANCE: Close Supervision

ANNUAL GOAL: The student will perform work activities while being supervised at regular and frequent intervals.

3.02.1 STIO: Given a specific job task, the student will complete that task with frequent assistance from the supervisor.

3.02.11 Given the job task of sorting various hardware, the student will complete the task with frequent supervisor assistance.
3.02.111 Given one screw, one bolt, and one nut, the student will sort the hardware into three separate containers, with frequent supervisor assistance.
3.02.112 Given two screws, two bolts, and two nuts, the student will sort the hardware into three separate containers, with frequent supervisor assistance.

3.02.113 Given three screws, three bolts, and three nuts, the student will sort the hardware into separate containers with frequent supervisor assistance.

3.02.114 Given four screws, four bolts, and four nuts, the student will sort the hardware into separate containers with frequent supervisor assistance.

3.02.115 Given five screws, five bolts, and five nuts, the student will sort the hardware into separate containers with frequent supervisor assistance.

3.02.12 Given the job task of screwing nuts onto bolts at one sitting, the student will complete the task with frequent supervisor assistance, asking for help when needed.

3.02.121 Given one bolt and one nut, the student will screw the nut onto the bolt, with frequent teacher assistance and with a reminder to ask for help when needed.

3.02.122 Given two bolts and two nuts, the student will screw the nuts onto the bolts, with frequent teacher assistance and instruction to ask for help when needed. (At this point one bolt and nut is rigged so as not to go together, e.g., a drop of Elmers glue in the threads.)

3.02.123 Given three bolts and three nuts, the student will screw the nuts onto the bolts, with frequent teacher assistance and instruction to ask for helf if needed. (Having trouble with rigged hardware, the student should ask for help. The student is rewarded enthusiastically when help is asked.)

3.02.124 Given four bolts and four nuts, the student will screw the nuts onto the bolts at one sitting, with frequent teacher assistance with teacher instructions as in #3.

3.02.125 Given five bolts and five nuts, the student will screw the nuts onto the bolts at one sitting, with frequent teacher assistance and instruction to ask for teacher help if needed. (Reward the student when he/she asks for help.)

3.02.2 STIO: Given positive reinforcement for the completion of a specific job task, the student will complete that task with frequent assistance from the supervisor.

3.02.21 Given the job task of sorting various size screws, the student will receive positive reinforcement upon the completion of the task with frequent supervisor assistance.

3.02.211 Given ten identical screws and a container, the student will receive positive reinforcement for each screw properly placed in the container.

3.02.212 Given ten identical screws and a container, the student will receive positive reinforcement for each five screws properly placed in the container.

3.02.213 Given five large screws, five small screws, and two containers, the student will receive reinforcement for each screw properly placed in the containers.

3.02.214 Given five large screws, five small screws, and two containers, the student will receive positive reinforcement for properly placing all the screws in the containers with frequent teacher assistance.

3.02.215 Given fifteen screws of three different sizes and three containers, the student will receive positive reinforcement for properly placing all the screws in the containers with frequent teacher assistance.

3.02.22 Given the job task of matching various size bolts with the correct nuts, the student will receive reinforcement upon the completion of the task with frequent supervisor assistance.

3.02.221 Given one large bolt and nut, the student will receive positive reinforcement for screwing the nut halfway onto the bolt with frequent supervisor assistance.
3.02.222 Given three identical bolts and nuts, the student will receive positive reinforcement for screwing all three nuts onto the bolts with frequent teacher assistance.
3.02.223 Given two bolts and nuts of different sizes, the student will receive positive reinforcement for screwing the correct nut onto each bolt with frequent teacher assistance.
3.02.224 Given three bolts and nuts of different sizes, the student will receive positive reinforcement for properly screwing all the correct nuts onto the bolts with frequent teacher assistance.
3.02.225 Given nine bolts and nuts of three different sizes, the student will receive positive reinforcement for properly screwing all the correct nuts onto the bolts with frequent teacher assistance.

3. EMPLOYABILITY SKILL: Work Independence

3.03 LEVEL OF PERFORMANCE: Moderate Supervision

ANNUAL GOAL: The student will perform work activities while being supervised only at infrequent, variable intervals.

3.03.1 STIO: When given a task, the student will complete that task with periodic need for the supervisor's assistance.

3.03.11 While performing a task at an in-school work station, the student will complete his task independently but with periodic checks from his supervisor.

3.03.111 The student will report to the job site at the designated time.
3.03.112 The student will obtain all necessary tools or equipment needed to complete the task at the job site. (e.g., broom, dust pan, etc.)
3.03.113 The student will begin work as directed by the supervisor.

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3.03.114 The student will work on task in the absence of the supervisor.
3.03.115 The student will complete the task without assistance. (Note: The supervisor will check on the student after every one minute, two minutes, three minutes, etc.)

3.03.12 Given an art project that takes several steps to complete, the student will complete the project with periodic checks from the teacher.
3.03.121 The student will collect all necessary materials(paper, paste, etc.).
3.03.122 The student will begin the project as directed by the teacher (fold paper and paste).
3.03.123 The student will continue on to the next step upon completion of the first step without directions or assistance.
3.03.124 The student will complete the step-by-step project with little or no assistance from the teacher.
3.03.125 The student will clean up scraps of paper and put materials away.(Note: The supervisor will check on the student after every one minute, two minutes, etc. and reward for completion of tasks needing teacher help.)

3.03.2 STIO: Given certain tasks, the student will participate with a limited "hands-on" involvement.

3.03.21 Given certain tasks, the student will be able to progress slowly and constantly.
3.03.211 The student will pick up papers from the floor of the classroom.
3.03.212 The student will sweep the floor.
3.03.213 The student will pick up dirt in a dustpan and deposit the dirt in the trash can.
3.03.214 The student will empty the trash in the proper manner.
3.03.215 The student will return the broom and dustpan to the proper storage area. (Reward the student for proper work rate at each step.)

3.03.22 The student will work on an in-school job station with no supervision during the actual task. (e.g., sweep a hall)
3.03.221 The student will obtain the proper equipment (broom, dustpan, etc.).
3.03.222 The student will sweep the designated hall.
3.03.223 The student will sweep the dirt into the dustpan and dispose of it properly.
3.03.224 The student will replace equipment in the proper storage place.
3.03.225 The student will report to the immediate supervisor for comments. (Reward for a proper work rate at each step.)

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3. 3. EMPLOYABILITY SKILL: Work Independence

3.04 LEVEL OF PERFORMANCE: Occasional Supervision

ANNUAL GOAL: The student will work at a task without being supervised, but the work will be checked for accuracy after the task is completed.

3.04.1 STIO: When given a specific job-related activity, the student will complete that activity with only infrequent checks by the teacher.

3.04.11 Given a sorting tray and various sizes, shapes, and colors of beads, nuts, bolts. etc., the student will sort all materials into groups with infrequent checks by the teacher.
3.04.111 The student will collect materials (tray and beads) necessary to initiate activity.
3.04.112 The student will quietly and efficiently describe procedures for sorting different objects.
3.04.113 The student will orderly and systematically demonstrate his ability to arrange sizes and shapes by placing objects in order under teacher supervision.
3.04.114 The student will orderly and systematically demonstrate his ability to arrange sizes and shape by placing objects in order without teacher assistance.
3.04.115 The student will orderly and efficiently arrange beads, nuts, bolts in order to the satisfaction of the teacher. (Check on the student every one to five minutes and reward him/her for the completion of the task.)

3.04.12 Given the job of returning all learning center materials to their proper places each day for a week, the student will perform this daily task with only infrequent checks by the teacher.
3.04.121 The student will collect materials (games and books) to be returned to the learning center.
3.04.122 The student will organize the materials (art paper and scissors) to be delivered to the learning center.
3.04.123 The student will (quickly and quietly describe the classroom procedure for returning items to the learning center.
3.04.124 The student (following directions) will neatly return materials to the learning center under teacher supervision.
3.04.125 The student will (quietly and orderly) return material to the learning center without supervision in an organized manner. (Note: The teacher will check the student every other day moving to random checks and reward for correct completions.)

3.04.2 STIO: When performing a task, the student will become aware that assistance is available.

3.04.21 With the supervisor taking a more passive and less observing role, the student will become more active in the activities associated with the actual performance of his job or task.
  3.04.211 The student will verbally tell steps in his job task.
  3.04.212 The student will arrange steps of his job task with sequential pictures.
  3.04.213 The student will role play steps in his job task.
  3.04.214 The student will do the job task, observed from a distance by the teacher.
  3.04.215 The student will do the job task with occasional checks by the teacher. (Note: Reward the student at each step.)

3.04.22 When given a difficult task, the student will ask for assistance.
  3.04.221 The student will name two reasons why assistance is needed in completing a difficult task: 1) safety, 2) rules and correct procedures.
  3.04.222 The student will name people to contact when assistance is needed in completing a difficult task: 1) manager, 2) fellow employee.
  3.04.223 The student will name two community jobs and tell why it is necessary to ask for assistance for the related job: 1) fireman: safety procedures; 2) mechanic: efficient operation.
  3.04.224 The student will name two in-school jobs and tell why it is important to ask for assistance for the related job: 1) custodian: correct use of equipment; 2) librarian: organization of materials.
  3.04.225 When given a difficult task, the student will ask for assistance to the satisfaction of the teacher: 1) duplicating machine: correct operation; 2) messenger: correct route for delivery.

3. EMPLOYABILITY SKILL: Work Independence

3.05 LEVEL OF PERFORMANCE: Monitored

ANNUAL GOAL: The student will be able to work sucessfully at a job with a minimal amount of supervision in a given chosen occupaticn.

3.05.1 STIO: When given a job-related task which takes several steps to complete, the student will only go to the next step after a check with the teacher.

3.05.11 Given oral directions (person or tape) for a simulated work activity, the student will ask the teacher to initial the step he/she has just completed on a work-task job-completion card before going on to the next step.
  3.05.111 The student will collect all necessary tools and materials required to do the simulated activity, organize the work area, and have the teacher initial the job completion card. (e.g., 20 pre-counted clothes pins, 40 pre-counted rubber tips, four plastic containers with lids, one packing box.)

3.05.112 The student will complete the first step of the simulated activity and have the teacher initial his/her card. (e.g., put rubber tips on clothes pins correctly.)
3.05.113 The student will complete the second step of the simulated work activity and have the teacher initial his/her card. (e.g., put five assembled clothes pins in each of the four plastic containers and cap.)
3.05.114 The student will complete the third step of the simulated work activity and have the teacher initial his/her card. (e.g., pack capped containers into packing boxes.)
3.05.115 The student will put away all tools and materials used and clean up the work area and have the teacher initial his/her card.

3.05.12 After given oral directions (persons or tape) for an in-school work situation, the student will ask his/her supervisor to check a job-completion card for each step he/she completes leading to the final completion of his/her job.
3.05.121 The student will collect all necessary tools and materials required for the job, organize the work area, and have the supervisor check the card. (e.g., collect scraper, broom, dust pan, and place materials at the end of the hallway.)
3.05.122 The student will complete the first step of the task and have the supervisor check the card. (e.g., use scraper to remove all gum and sticky spots from hall floor.)
3.05.123 The student will complete the second step of the task and have the supervisor check the card. (e.g., use the broom to sweep the hall collecting the dirt at the end nearest the trash barrel.)
3.05.124 The student will complete the third step of the task and have the supervisor check the card. (e.g., using the broom and dustpan, collect the dirt and deposit it in the trash barrel.)
3.05.125 The student will put away all tools and materials used and have the supervisor check the card.

3.05.2 STIO: When on the task, the student will be made aware that he/she is being observed and will ask for assistance only when necessary.

3.05.21 Given oral directions (person or tape) for a job task, the student will stay on task 30 minutes without supervision, signaling for assistance only when necessary. The teacher or supervisor will make a check for the increase or decrease of production due to their absence or presence. (Chart the results.)

3.05.211 The student will collect all necessary tools and materials to do the task and organize the work area. (e.g., collect nuts, bolts, washers, plastic bags, fill staplers, pack boxes.)
3.05.212 The student will complete the first setup without supervision, signaling for assistance if needed. The teacher will check for increases or decreases of production based on his/her presence. (e.g.,put three nuts, three bolts, three washers in a plastic bag. Time this.)

3.05.213 The student will complete the second step with or without supervision, signaling for assistance if needed. The teacher will check for increases or decreases. (e.g., fold plastic bag over correctly and staple.)

3.05.214 The student will complete the third step with or without supervision signaling for assistance if needed. The teacher will check for increases or decreases. (e.g., place stapled plastic bag in packing box.)

3.05.215 The student will continue for 30 minutes and then put away all tools and materials used. (Note: Reward the student for no drop in production if supervisor is away.)

3.05.22 Given a job sample in which one element will be short counted, the student will stay in the work area when the supervisor is away, even if he/she has to stop because of difficulties. He/she will use the proper signal for assistance as indicated by the supervisor.

3.05.221 The student will collect all necessary tools and equipment to do the task. (e.g., 100 pre-counted envelopes, 90 pre-counted letters, one packing box.)

3.05.222 The student will complete the first step and stay in work area even if difficulties occur. (e.g., fold letter into thirds.)

3.05.223 The student will complete the second step and stay in the work area even if difficulties occur. (e.g., stuff envelope and place unsealed in packing box.)

3.05.224 The student will complete the third step and stay in the work area even if difficulties occur. (e.g., student has extra envelopes and signals supervisor for assistance; supervisor provides 10 additional letters.)

3.05.225 The student will complete the task and return all materials used. Note: Reward the student for staying in work area. Reward the student for stopping and asking for help. DO NOT reward for incorrect steps in job sequence.

3. EMPLOYABILITY SKILL: Work Independence

3.06 LEVEL OF PERFORMANCE: Limited Dependability

ANNUAL GOAL: **The student will accomplish most of the tasks assigned that have a simple set pattern.**

3.06.1 STIO: Given a routine set of tasks, the student will be able to complete some of them without direction from the teacher.

3.06.11 While working at an in-school work site, the student will successfully complete a series of tasks in the same order, using the same procedures, without direction from the supervisor.

3.06.111 The student will report to job site on time every morning dressed to begin work.
3.06.112 The student will get necessary materials for job without teacher assistance.
3.06.113 The student will replace any missing or broken tools needed for a job by asking for assistance from a supervisor.
3.06.114 The student will work until a break/lunch and return to the job to work on time every day.
3.06.115 The student will put all tools/materials in correct place at the end of the day.

3.06.12 When assigned weekly duties in the classroom, the student will get all necessary materials, complete the task,and return the materials to their proper storage places without direction from the teacher.

3.06.121 The student will verbally tell teacher the steps in washing the boards.
3.06.122 The student will role play the steps in washing the boards.
3.06.123 The student will be observed doing the correct steps in washing the boards, asking for assistance if required.
3.06.124 The student will wash the boards without assistance.
3.06.125 The student will be rewarded at each step, with rewards decreasing until the entire task is done for one reward.

3.06.2 STIO: Given a series of tasks, the student will increase the complexity of the tasks he is able to complete without directions from the teacher.

3.06.21 Given a routine series of tasks, the student will increase with consistency the number of steps he can perform toward the completion of the tasks.

3.06.211 The student will report to work on time, working until quitting time, taking only legitimate breaks and lunch time off.
3.06.212 The student will get all needed tools every morning and return them at the end of each day, taking proper care of them while in his use.
3.06.213 The student will gradually gain knowledge in finding and replacing the tools/materials he/she may need to complete his/her job so as not to ask the supervisor unnecessary questions.
3.06.214 The student will be able to find and replace the tools/materials he/she may need to complete his/her job so as not to ask the supervisor unnecessary questions.

3.06.215 The student will end each day by leaving his/her area neat and clean with all equipment turned off and all materials in their proper place and by recording his/her working time before he/she leaves.

3.06.22 Given a routine series of tasks, the student will start bringing together various aspects of work independence.
- 3.06.221 The student will listen to the teacher explain how to get art supplies from a cabinet and place them on a table.
- 3.06.222 The student will take at least two supplies and distribute them correctly 50 percent of the time.
- 3.06.223 The student will take at least two supplies and distribute them correctly 75 percent of the time.
- 3.06.224 The student will take four art supplies to the art table correctly 50 percent of the time.
- 3.06.225 The student will take five art supplies from the art cabinet to the art table correctly 75 percent of the time.

3. EMPLOYABILITY SKILL: Work Independence

3.07 LEVEL OF PERFORMANCE: Moderate Dependability

ANNUAL GOAL: The student will be reliable in completing job assignments.

3.07.1 STIO: Given a set of routine tasks, the student will be able to accomplish most of them without direction from the teacher.

3.07.11 Given the task of washing tables (cafeteria, art room, etc.), the student will complete the task with no additional direction.
- 3.07.111 The student will watch while the teacher explains and demonstrates what supplies are needed, how to prepare those supplies, how to use the supplies to wash tables, clean-up, etc.
- 3.07.112 The student will show the teacher which supplies are needed to wash a table.
- 3.07.113 The student will gather supplies and demonstrate to teacher how to prepare them for washing a table.
- 3.07.114 Under direct supervision, the student will wash tables. (gather and prepare supplies, wash tables, cleanup)
- 3.07.115 Given the task of washing tables (cafeteria, art room, etc.), the student will complete the task most of the time with no additional direction.

3.07.12 Given the task of washing and drying dishes, the student will complete the task most of the time with no additional direction.
- 3.07.121 The student will watch while the teacher explains and demonstrates gathering and preparing needed supplies, washing in correct order, drying, putting dishes away, cleaning up, etc.
- 3.07.122 The student will show the teacher by picture what supplies are needed to wash and dry dishes.

3.07.123 The student will gather supplies, prepare supplies and water for washing dishes.
3.07.124 The student will gather and prepare supplies and water, scrape plates, and wash dishes in correct order.
3.07.125 The student will complete the entire task of washing and drying dishes most of the time without additional teacher direction.

3.07.2 STIO: When assigned a classroom activity for the week, the student will perform the task most of the time with no additional help or reminders.

3.07.21 When assigned to clean the blackboards at the end of the day for one week, the student will perform the task with no additional help or reminders.
3.07.211 The student will watch while the teacher explains and demonstrates the task to the student. (supplies needed, location of supplies, how to properly use supplies to clean blackboard, etc.)
3.07.212 The student will show teacher which supplies are needed and their location.
3.07.213 With teacher assistance, the student will show teacher which supplies are needed, their location, and how to clean a blackboard.
3.07.214 The student will locate supplies needed, clean blackboards, and return supplies to where they belong without teacher assistance.
3.07.215 When assigned to clean the blackboards at the end of the day for one week, the student will perform the task with no additional help or reminders.

3.07.22 When assigned to mop the gym floor each morning for one week, the student will perform the task with no additional help or reminders.
3.07.221 The student will watch while the teacher explains and demonstrates the task to student. (supplies needed, location of supplies, how to use them properly to clean gym floor, etc.)
3.07.222 The student will show the teacher which supplies are needed and their location.
3.07.223 With teacher assistance, the student will show the teacher which supplies are needed, their location, and how to mop the gym floor.
3.07.224 The student will locate the needed supplies, mop gym floor, dispose of dust, and return supplies to where they belong without teacher assistance.
3.07.225 When assigned to mop the gym floor each morning for one week, the student will perform the task with no additional help or reminders.

3. EMPLOYABILITY SKILL: Work Independence

3.08 LEVEL OF PERFORMANCE: Consistent Dependability

ANNUAL GOAL: The student will use his/her own judgment to complete inter-related tasks.

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3.08.1 STIO: When given a specific job-related activity, the student will be able to accomplish it repeatedly with success.

- 3.08.11 When assigned a classroom work activity for the week, the student will perform the task successfully on a daily basis for one week.
  - 3.08.111 The student will glue materials for display and demonstration.
  - 3.08.112 The student will collect and stack workbooks, papers, and other supplies.
  - 3.08.113 The student will sweep the work area.
  - 3.08.114 The student will clean chairs, desks, tables on a daily basis.
  - 3.08.115 The student will paint murals on a bulletin board background as a part of a group effort.
    Note: Reward one time at end of the week.

- 3.08.12 Given an in-school work activity for one week, the student will perform this task successfully on a daily basis.
  - 3.08.121 The student will help the office fold and staple papers.
  - 3.08.122 The student will duplicate papers on a machine.
  - 3.08.123 The student will stencil booklet covers.
  - 3.08.124 The student will collate papers for activities.
  - 3.08.125 The student will carry and distribute supplies.
    Note: Check with the people in these areas. If task was done successfully, reward one time.

3.08.2 STIO: When given a specific job, the student will be able to accomplish it repeatedly with success.

- 3.08.21 When assigned a specific job in a classroom, the student will be able to accomplish it successfully on a daily basis for one week.
  - 3.08.211 The student sorts color-coded papers on a daily basis.
  - 3.08.212 The student will package materials daily.
  - 3.08.213 The student will wash boards or windows when needed for week.
  - 3.08.214 The student will assemble materials for display by following specific directions for a week.
  - 3.08.215 The student will place displays in a showcase under direct and close supervision.

- 3.08.22 When assigned a specific job on the school grounds, the student will accomplish it successfully on a daily basis for one week.
  - 3.08.221 The student will help the janitor vacuum the building for one week.
  - 3.08.222 The student will serve trays in the cafeteria for one week.
  - 3.08.223 The student will collect trays, dispose of waste, and clean trays.

3.08.224 The student will assist janitor in lawn care.
3.08.225 The student will arrange books in the library.

3. EMPLOYABILITY SKILL: Work Independence

3.09 LEVEL OF PERFORMANCE: Independent

ANNUAL GOAL: The student will perform job-related tasks as a matter of habit and will help to coordinate his/her work with others.

3.09.1 STIO: Given an assignment with proper instructions, the student will then complete the task on his/her own.

3.09.11 When given a task to clean the bathroom, the student will collect all necessary items to clean the bathroom and then complete the task.
3.09.111 The student will listen to the teacher assign the task of bathroom cleaning.
3.09.112 The student will find the bathroom.
3.09.113 The student will collect necessary items to clean the bathroom.
3.09.114 The student will take the items to the bathroom.
3.09.115 The student will check bathroom for occupants.
3.09.116 The student will clean the bathroom.

3.09.12 When given a task to clean the coffee cups, the student will collect all the cups and wash and dry them in the sink and return the cups.
3.09.121 The student will listen to the teacher assign the task of cleaning coffee cups.
3.09.122 The student will collect the cups.
3.09.123 The student will take cups to the sink.
3.09.124 The student will wash and dry the cups.
3.08.125 The student will return the cups.

3.09.2 STIO: Given an assignment to perform a task but no instruction, the student will use his/her own judgement to complete the assigned task.

3.09.21 While performing at the in-school job of cafeteria clean-up, the student will wash the cafeteria tables and chairs, using his/her own judgement for proper technique to successfully do the job.
3.09.211 The student will get materials to be used on given task. (e.g., buckets, soap, cloth, sponge.)
3.09.212 The student will fill one bucket with soapy water and another bucket with clean water.
3.09.213 The student will get a sponge to wash and rinse tables and chairs.
3.09.214 The student will get a dry cloth to wipe table and chairs after washing with sponge.
3.09.215 The student will put materials away when finished. (e.g., buckets, soap, sponge, cloth.)
Note: Teacher and student will discuss where his judgement was good and/or poor.

3.09.22 After being shown a finished product, during an art class, the student will acquire all the necessary items and will make a similar finished project with no directions from the teacher.
- 3.01.221 The student will get all materials for the project. (e.g., drawing pencil, paper, crayons, etc.)
- 3.01.222 The student will place materials on working table. (e.g., crayons, paper, etc.)
- 3.01.223 After the project is done, the student will place the finished project on side table.
- 3.01.224 The student will put all materials away.
- 3.01.225 The student will wipe off work table with wet sponge or cloth.

3. EMPLOYABILITY SKILL: Work Independence

3.10 LEVEL OF PERFORMANCE: Initiator

ANNUAL GOAL: The student will be able to work successfully at a job with a minimal amount of supervision for that given chosen occupation.

3.10.1 STIO: Given a specific job assignment, the student will perform the different tasks required for that job as needed without directions from others.

3.10.11 When assigned a classroom job of floor sweeper, the student will do that task on his/her own free time when it is deemed necessary.
- 3.10.111 The student will give five examples of when the floor needs to be swept.
- 3.10.112 The student will give five examples of a self-directed person.
- 3.10.113 The student is given the direction to sweep the floor when the student feels it is required.
- 3.10.114 The teacher will keep track of when he/she feels the floor needed to be swept and if student was engaging in the correct behavior.
- 3.10.115 The student is rewarded for his/her independence in completion of the task

3.10.12 Given an in-school work situation, the student will complete all the activities listed on a completion card.
- 3.10.121 The student will request the assignment of a supply monitor.
- 3.10.122 The student will announce when art supplies should be given out.
- 3.10.123 The student will survey the class and then get art supplies needed from the supply center.
- 3.10.124 The student will pass out art supplies to other classmates on his/her own and at the appropriate time.
- 3.10.125 The student will collect art supplies when art class is over and return unused supplies to storage area with no reminders.
- 3.10.126 The student will record the day's activities on a record card.

3.10.2 STIO: Given a situation where the student is an initiator, the student will improve on the quality and quantity of his/her overall work effort.

- 3.10.21 Given the task of being a work initiator, the student will be able to explain this role.
  - 3.10.211 The student will watch a video-tape of people telling why they do a good job.
  - 3.10.212 The student and the teacher will role play supervisor telling worker he/she does a good job.
  - 3.10.213 The student will tell what is being a non-initiator is.
  - 3.10.214 The student will tell the difference between being an initiator and a non-initiator.
  - 3.10.215 The student will write or verbally give examples of why he/she should do a good job.
- 3.10.22 Given a task of work initiator, the student will convince others of the importance of work by demonstration and in conference.
  - 3.10.221 The student will do the task or work he/she is trained to do.
  - 3.10.222 The student will tell or write why it is good to be self-directed in his/her work.
  - 3.10.223 The student will tell or write why he/she should seek assistance if he/she has trouble with understanding his/her work task.
  - 3.10.224 The student will talk to other employees about what is expected of workers.
  - 3.10.225 The student will list or tell other employees the value of productive work of workers.

NOTES:

EMPLOYABILITY CURRICULUM

4. **EMPLOYABILITY SKILL:** Appearance

4.01 **LEVEL OF PERFORMANCE:** Squalid

ANNUAL GOAL: The student will only have dirty hair and nails; and his/her very worn and ragged, ill-fitting clothes will only be soiled.

4.01.1 STIO: The student will distinguish between clothes that are clean and those that are dirty.

- 4.01.11 Shown various types of clothing, the student will be able to distinguish between dirty and clean clothing.
  - 4.01.111 The student will identify pieces of cloth which are clean and pieces of cloth which are dirty.
  - 4.01.112 The student will separate the dirty from the clean into two piles of cloth.
  - 4.01.113 The student will distinguish the difference between clean and dirty uniforms.
  - 4.01.114 The student will separate the dirty from the clean uniforms into two piles.
  - 4.01.115 The students will model clean and dirty clothes in the classroom, and other students will point out when model is appropriate and when it is not.

- 4.01.12 Shown various types of clothing, the student will be able to distinguish between old and new.
  - 4.01.121 The student will distinguish the difference between old and new pieces of cloth.
  - 4.01.122 The student will separate the old pieces of cloth from the new into two groups.
  - 4.01.123 The student will distinguish the difference between pictures of old and new clothing.
  - 4.01.124 The student will sort old and new shirts into two groups.
  - 4.01.125 The students will model old and new shirts in the classroom, and other students will show which shirts are old and which are new.

4.01.2 STIO: The student will distinguish between clothes that are appropriate dress and those with tears and holes.

- 4.01.21 Shown various types of clothing, the student will be able to distinguish between new and worn clothing.
  - 4.01.211 The student will select the pictures of new or worn T-shirts.
  - 4.01.212 The student will select the student modeling new clothing vs. one modeling worn clothing.
  - 4.01.213 The student will choose the shirt with buttons as being less worn than a shirt without buttons.
  - 4.01.214 The student will choose the new sweater over the worn sweater.
  - 4.01.215 The student will sort into two groups, pictures of children neatly dressed vs. pictures of children in worn, dirty clothing.

4.01.22 Given clothing that is appropriate or inappropriate, the student will be able to distinguish the difference on the basis of tears and holes.
  4.01.221 The student will separate clothing into those with holes and those without holes.
  4.01.222 The student will choose the pair of shoes that is in the best shape.
  4.01.223 The student will choose the shirt/blouse having no tears or holes over the shirt/blouse with tears or holes.
  4.01.224 The student will choose the pair of pants/dress with no tears or holes.
  4.01.225 The student will choose the pair of gloves that has no holes or tears.

4. EMPLOYABILITY SKILL: Appearance

4.02 LEVEL OF PERFORMANCE: Slovenly

ANNUAL GOAL: The student will only have uncombed and shaggy hair and dirty nails; and his/her clothes will only be moderately soiled, worn, ill-fitting, and wrinkled.

4.02.1 STIO: Given an assignment on clothes care, the student will be able to clean and patch his/her own clothes

4.02.11 Given an iron and an iron-on patch, the student will mend a tear in his/her trousers/slacks.
  4.02.111 The student will verbally state why torn trousers/slacks should be mended. (e.g., they can then be worn for work or worn for play.)
  4.02.112 The student will demonstrate the correct use of an iron. (e.g., plugging in and turning off and on.)
  4.02.113 The student will verbally state procedures for ironing on a patch. (e.g., center the patch; use correct iron temperature.)
  4.02.114 The student will demonstrate with cold iron the procedures used to iron on a patch. (e.g., place patch on correct side for ironing; hold and move iron across patch properly.)
  4.02.115 The student will demonstrate with hot iron the procedures used to iron on a patch.

4.02.12 When given access to a washer and dryer, the student will wash and dry his clothes so that they are clean.
  4.02.121 The student will describe different functions of washer and dryer. (e.g., washer - washes clothes; dryer - dries clothes.)
  4.02.122 The student will verbally state why clothes should be washed and dried. (e.g., cleanliness; longer wear.)
  4.02.123 The student will verbally state correct operating procedures for use of dryer and washer. (e.g., load washer and dryer; turn on and off.)
  4.02.124 The student will verbally state safety procedures for washing and drying clothes. (e.g., use correct amount of soap; set timer.)

4.02.125 The student will wash and dry his own clothing under supervision.

4.02.2 STIO: The student will demonstrate the correct procedure for selection and care of shoes.

- 4.02.21 Given any number of pictures of shoes, the student will orally state which shoes are appropriate for a work task or a special occasion.
  - 4.02.211 The student will verbally state the difference between a work task and a special occasion for which different shoes can be worn: Task = work or job; Occasion = dress or play.
  - 4.02.212 The student will give two examples of when dress shoes should be worn and for what occasion: church or party.
  - 4.02.213 The student will give two examples of people who wear work shoes for a task: millworker or truckdriver.
  - 4.02.214 The student will give two examples of when tennis shoes can be worn for a task or an occasion: at play, at school.
  - 4.02.215 The student will accurately describe whether shoes shown in pictures can be worn for a task or an occasion.
- 4.02.22 Given a pair of shoes, polish, cloth, and brush, the student will polish and buff the shoes to a shine.
  - 4.02.221 The student will verbally state why shoes should be polished. (e.g., for neatness, for longer wear)
  - 4.02.222 The student will remove shoe laces one at a time and place them in readily accessible area.
  - 4.02.223 The student will clean shoes (e.g., wipe off dust; clean off mud, dirt, etc.)
  - 4.02.224 The student will apply polish, first to cloth, then to shoes using cloth.
  - 4.02.225 The student will complete task of polishing shoes. (e.g., buff shoes with brush; restring shoelaces)

4. EMPLOYABILITY SKILL: Appearance

4.03 LEVEL OF PERFORMANCE: Unkempt

ANNUAL GOAL: The student's hair will be clean, but uncombed; and his/her clothes will be only slightly soiled, worn, ill-fitting, and wrinkled.

4.03.1 STIO: When given a selection of clothing, the student will select and wear articles of clothing which are not dirty and do not have tears or holes.

- 4.03.11 Given articles of clothing, the student will select those clothes which are not visibly dirty.
  - 4.03.111 The student will examine each article of underwear and select those which are not dirty.

4.03.112 The student will select the socks which are not dirty, after examining a group of socks.
4.03.113 The student will choose shirts and blouses which are not dirty from a group of shirts and blouses.
4.03.114 The student will choose sweaters which are not dirty from a group of sweaters.
4.03.115 The student will select clean shoes from a group of shoes.

4.03.12 Given articles of clothing in the home environment, the student will select and wear clothing which is odor-free and not visibly dirty.
4.03.121 The student will examine each article of underwear and select and wear that which is odor free and not visibly dirty.
4.03.122 The student will select and wear the clean socks from a selection of socks.
4.03.123 The student will select and wear the clean shirt/blouse from a group of shirts and blouses.
4.03.124 The student will select and wear the clean trousers/slacks from a group of trousers/slacks.
4.03.125 The student will select and wear the clean pair of shoes.

4.03.2 STIO: When given a selection of clothing, the student will select and/or wear articles of clothing which are not old.

4.03.21 Given articles of clothing, the student will select those clothes which are not old, which do not show the effects of time or use.
4.03.211 The student will examine each article of underwear and select those which do not show signs of wear.
4.03.212 The student will select socks which do not show signs of wear.
4.03.213 The student will choose shirts/blouses which are not old.
4.03.214 The student will choose slacks which are not old.
4.03.215 The student will choose sweaters which are not old.
4.03.216 Given a selection of shoes, the student will choose shoes that are not old.

4.03.22 Given articles of clothing in the home environment, the student will select and wear clothing which does not show the effect of time or use.
4.03.221 The student will examine each article of underwear and select and wear that which does not show the effect of time and use.
4.03.222 The student will select and wear the socks which are not old.
4.03.223 The student will select and wear the shirt/blouse which is not old.
4.03.224 The student will select and wear the trousers/slacks which are not worn out.
4.03.225 The student will select and wear the sweater which is not old.
4.03.226 The student will select and wear the shoes which are not old and worn out.

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4. EMPLOYABILITY SKILL: Appearance

4.04 LEVEL OF PERFORMANCE: Untidy

ANNUAL GOAL: The student's body and hair will be clean and the hair will be combed; his/her clothes will only be minimally worn and wrinkled without proper fitting.

4.04.1 STIO: When furnished with the laundry items, the student will be able to tell whether the items are clean and attractive.

- 4.04.11 Given pictures showing articles of clothing on models, smooth and without wrinkles, the student will state that the clothes are attractive.
  - 4.04.111 The student will look in mail order catalogs and plan purchases of clothing.
  - 4.04.112 The student will determine fabric content from the description printed.
  - 4.04.113 The student will compute the cost of the clothing as listed.
  - 4.04.114 The student will discuss proper care of clothes to avoid wrinkling and fading.
  - 4.04.115 The student will state that permanent press fabrics do not wrinkle easily and require very little ironing.

- 4.04.12 Given a field trip to the local laundromat, the student will observe a demonstration of washing, drying, and folding clothes.
  - 4.04.121 The student will read labels of laundry products to determine use with various fabrics.
  - 4.04.122 The student will examine labels inside clothing to determine washing instructions.
  - 4.04.123 The student will receive instruction on sorting clothing by color and fabric content.
  - 4.04.124 The student will observe a demonstration of selection of water temperature, laundry product, and clothing selection for washing load.
  - 4.04.125 The student will participate in a discussion on the steps to take to care for clothing.

4.04.2 STIO: Given situations involving styles and types of clothes, the student will be able to tell whether clothes are of proper fit and estimate cost of a certain article of clothing.

- 4.04.21 Given a style show by the Home Economics Sewing Class, the student will observe peer models wearing well-fitting clothing.

4.04.211 The student will participate in group discussion on appropriate dress for specific occasions, such as school, sports events, work, etc.
4.04.212 The student will view a slide presentation on various jobs and appropriate dress for each.
4.04.213 The student will indicate orally, following a demonstration of specific types of dress, which ones were appropriate for school, for sport functions, and for work.
4.04.214 The student will participate in group sessions receiving instructions/demonstrations by peers/Home Economics Instructor on various clothing alterations such as hemming pants/skirts to proper length, changing side seams, etc.
4.04.215 The student will privately evaluate his daily appearance, using a full length mirror and a yes-no check sheet, listing items such as proper clothing fit, wrinkled clothing, clothes appropriate for school, somewhat soiled clothes, etc.

4.04.22 Given a field trip to a clothing store, the student will observe the varieties of clothes, sizes, and prices.
4.04.221 The student will try on varieties of clothing to determine size which will fit.
4.04.222 The student will use a list of clothing items, such as jeans, shirt/dress, shoes, coat/jacket, etc. and indicate his/her own proper size for each.
4.04.223 The student will determine sizes needed, allowing for his/her normal amount of physical growth within a year's time in the future.
4.04.224 The student will consider the style fads in relation to durability and cost.
4.04.225 The student will check clearance and sale racks for clothing items/shoes of his/her size and consider savings available.

4. EMPLOYABILITY SKILL: Appearance

4.05 LEVEL OF PERFORMANCE: Clean

ANNUAL GOAL: The student's body and hair will be clean and the hair will be combed; his/her clothes will be clean and fit properly, but may be somewhat worn or wrinkled.

4.05.1 STIO: When furnished with the necessary items of toiletry, the student will attend to his/her hair and teeth when required to be clean and free from odor.

4.05.11 Given a comb and brush, the student will run the comb and brush through his hair.
4.05.111 The student will use a mirror to check the neatness of his/her hair in the front and two mirrors to check back and sides.
4.05.112 The student will differentiate between a comb and a brush by touch and by sight.

4.05.113 The student will pick out pictures of people who have neat hair, using magazines and newspapers.
4.05.114 The student will name the place and time in which it is proper to comb his/her hair, using experience charts and worksheets.
4.05.115 The student will demonstrate a knowledge of how to comb his/her hair, using a mannequin, then himself/herself.

4.05.12 Given toothpaste and a toothbrush, the student will brush his/her teeth to remove food particles.
4.05.121 The student will orally state at least two times during the day when he/she should brush teeth: upon waking in the morning and after each meal.
4.05.122 The student will state two reasons for brushing teeth: to remove food particles and to help prevent mouth odor.
4.05.123 The student will orally state four places where toothpaste/brushes can be purchased: drug store, super market, discount store, dime stores.
4.05.124 The student will orally state four brand names of various toothpastes.

4.05.125 The student will demonstrate the proper technique for brushing teeth to remove food particles after viewing film or visiting a dentist's office: up and down between teeth and across teeth.

4.05.2 STIO: When furnished with the necessary items of toiletry, the student will bathe himself/herself and wash his/her hair to be clean and free from odor.

4.05.21 Given soap and water, the student will wash hands and face when soiled or at regular times.
4.05.211 The student will demonstrate how to lather hands with bar, cream, and/or powdered soap, by simulation and by actually doing.
4.05.212 The student will demonstrate how to distribute soap on hands and face, by simulation and then by actually doing.
4.05.213 The student will demonstrate the proper way to wash dirt from his/her hands and face, by simulation and then by actually doing.
4.05.214 The student will demonstrate how to rinse all of the soap off his/her hands and face, by simulation and then by actually doing.
4.05.215 The student will demonstrate the proper technique for drying hands and face with a towel, by simulation and then by actually doing.
4.05.216 Students will take part in class discussion and demonstration of care of finger nails.

4.05.22 Given shampoo, the student will wet, wash, and rinse his/her hair and then dry it properly.
  4.05.221 The student will tell how often one should wash his/her hair: when dirty or every few days, depending on hair.
  4.05.222 The student will name four brands of shampoo available on the market.

  4.05.223 The student will demonstrate how to wet his/her hair thoroughly and work up a full lather (simulation on mannequin and on self).
  4.05.224 The student will demonstrate proper ways to operate a blow dryer (how to set proper temperature and how to blow dry hair).
  4.05.225 The student will be able to independently wash his/her hair and dry it (on a mannequin and then on self).
  Note: A beautician could visit class for demonstration.

4. EMPLOYABILITY SKILL: Appearance

4.06 LEVEL OF PERFORMANCE: Presentable

ANNUAL GOAL: The student's clothes will be in good condition, clean, and pressed, though not always color-coordinated; the student's body and hair will be clean with hair well-groomed.

4.06.1 STIO: The student will demonstrate an appearance that reflects properly fitting clothes.
  4.06.11 When asked, the student will identify the proper size of his/her shirt/blouse, pants/skirt, and shoes.
    4.06.111 On a shirt, the student will show where the size will be found.
    4.06.112 The student will give two reasons why it is important to wear clothes that are of the proper size: because of appearance and because it makes one feel more comfortable about him/herself.
    4.06.113 The student will select the clothing catalog page which has pants/skirts that are his/her proper size.
    4.06.114 On a worksheet showing pants/skirts, shirts/blouses, and shoes with various sizes beside each, the student will circle the correct size that he/she would wear.
    4.06.115 The student will tell the two sizes that have to be known before buying men's trousers: waist and length.
    4.06.116 The student will identify his/her correct shoe size.

  4.06.12 Given clothes which no longer have size tags on them, the student will be able to determine which would properly fit him/her.
    4.06.121 When shown four shirts/blouses, the student will be able to judge which ones might fit.
    4.06.122 The student will be able to determine if a shirt/blouse is of proper sleeve length by holding the sleeve next to his/her arm.
    4.06.123 The student will be able to determine if a pair of trousers/slacks are close to his/her length by holding them up to his/her waist.

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4.06.124 Given two shirts/blouses to try on, the student will try each on and, by looking in the mirror, will determine which one fits best.
4.06.125 Given a pair of men's trousers and a tape measure, the student will demonstrate how to measure the inseam to determine proper length.

4.06.2 STIO: The student will demonstrate an appearance that is presentable.

4.06.21 The student will select the proper size of his/her clothing (shirt/blouse, pants, skirt, dress, etc.) and shoes in practical experiences.
4.06.211 On a trip to a local department store or provided with an opportunity to be measured accurately in the classroom, the student will be measured to determine his/her proper size of clothing and shoes.
4.06.212 Provided with a chart listing clothing and shoe size, the student will recognize the proper size for each article on the chart.
4.06.213 Given a selection of shirts/blouses, pants, and shoes with size tickets attached, the student will select those articles which are marked in his/her size.
4.06.214 In a role-playing situation in a shoe store, the student will state his/her shoe size to the store clerk upon selection of a particular style.
4.06.215 In a role playing situation in a clothing store, the student will state his/her pant and shirt/blouse size to the store clerk upon selection of a particular style.
4.06.216 On a trip to a shoe store, the student will state his/her shoe size to the clerk upon selection of particular style.
4.06.217 On a trip to a clothing store, the student will state his/her pant and shirt/blouse size to the clerk upon selection of a particular style or color.

4.06.22 Having observed a model select a shirt/blouse from a given collection, the student will be able to select his/her own clothes and demonstrate such selection. (e.g., clean, not worn or torn.)
4.06.221 Given a selection of four shirts/blouses of proper fit, the student will select the one which is more presentable (not dirty, work, or torn).
4.06.222 The student will describe the differences between presentable (i.e., clean not worn, or torn, ironed) and unpresentable (i.e. dirty, torn, wrinkled worn).
4.06.223 Following a class discussion on the importance of appearance in obtaining and maintaining employment, the student will choose statements on a checklist which correspond to good appearance.
4.06.224 Given a role playing situation, the student will observe an employer interviewing two applicants who have exactly the same qualifications, but one is well groomed and the other is not.
4.06.225 The student will demonstrate a knowledge of what constitutes a presentable shirt/blouse for modeling in front of class.

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4. EMPLOYABILITY SKILL: Appearance

4.07 LEVEL OF PERFORMANCE: Acceptable

ANNUAL GOAL: The student's clothes will be in very good condition, clean, and pressed; the student will have paid close attention to detail in his/her appearance with a clean body and hair well-groomed.

4.07.1 STIO: When given a selection of clothing, the student will begin to wear clothes that are wrinkle-free and color-coordinated.

- 4.07.11 Given material samples of various colors, the student will match those colors which are compatible.
  - 4.07.111 The student will identify basic colors: red, yellow, blue, and green
  - 4.07.112 The student will match color samples to his/her clothing, shirt and trousers.
  - 4.07.113 The student will match two color samples together which are compatible: red/black; blue/gray.
  - 4.07.114 The student will give two reasons why it is important to match colors: neatness, good grooming, attractiveness.
  - 4.07.115 When asked, the student will name and match appropriate colors to the satisfaction of the teacher. (e.g., red shirt-black trousers; blue shirt-gray trousers.)

- 4.07.12 Given an outline-drawing worksheet of a dressed person, the student will color the various articles of clothing so that they are coordinated.
  - 4.07.121 The student will point to various pieces of clothing when asked to do so.
  - 4.07.122 The student will name the various pieces of clothing which can be worn.
  - 4.07.123 The student will color various articles of clothing when directed by the teacher.
  - 4.07.124 The student will match colors of various articles of clothing when directed by the teacher.
  - 4.07.125 The student will name, color, and match articles of clothing when directed by the teacher.
  - 4.07.126 The students will choose the best color-coordinated worksheet.

4.07.2 STIO: The student will name different types of community workers and the appropriate clothing to be worn by each.

- 4.07.21 Given a group of different kinds of workers, the student will name appropriate types of clothing for specific working conditions.
  - 4.07.211 After group discussion, the student will name two types of appropriate clothing for school custodian: 1) hard shoes, 2) green or blue shirt and matching trousers.

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4.07.212 After group discussion, the student will name two types of appropriate clothing for a cafeteria assistant: 1) white shirt and jeans, 2) hair net.

4.07.213 After group discussion, the student will name two types of appropriate clothing for a construction worker: 1) steel-toed shoes, 2) hard safety hat.

4.07.214 After group discussion, the student will name two types of appropriate clothing for school office worker: 1) clean shirt and jeans, 2) shined shoes.

4.07.215 For at least two of the workers named above, the student will describe why it is necessary to wear appropriate clothing: 1) safety, 2) good appearance.

4.07.216 The student will view films of various workers and observe clothing.

4.07.22 For different workers in/out of school setting, the student will describe acceptable clothing to be worn by workers for related job tasks.

4.07.221 The student will describe why acceptable dress is important in working world: 1) safety, 2) comfort appearance.

4.07.222 The student will describe two reasons why workers wear different types of clothing for work: 1) required dress codes/personal appearance, 2) safety.

4.07.223 The student will describe the type of clothing to be worn by two workers in the community: 1) fireman, 2) highway repairman.

4.07.224 The student will describe why workers in school setting wear different types of clothing: 1) safety, 2) personal appearance/dress codes.

4.07.225 The student will describe after a visit to a mill why mill workers wear different types of clothing: 1) safety, 2) dress-up clothing not appropriate for heavy/hard-working tasks.

4.07.226 The student will observe and listen to school workers who visit the classroom and tell what they wear to work and why they wear this particular clothing.

4. EMPLOYABILITY SKILL: Appearance

4.08 LEVEL OF PERFORMANCE: Neat

ANNUAL GOAL: The student's clothes will be in new-like condition; clean, pressed, color-coordinated, and proper for the occasion or season; his/her hair will be neatly combed and nails will be clean and trimmed.

STIO: Given cleaning items and pictures of clothing, the student will identify correct ways of caring for and cleaning the clothes.

4.08.11 Given pictures of clothing, the student will choose which clothing is suitable for wearing and explain why other clothing isn't suitable for wearing.

- 4.08.111 Given pictures of a room with clothes lying around, the student will explain what needs to be done to keep the clothes neat.
- 4.08.112 Given pictures of clean and soiled clothes, the student will choose the clean clothes as suitable and explain why the soiled clothes aren't suitable to wear.
- 4.08.113 Given pictures of old and new clothes, the student will choose those which are new enough to wear and those which are too old to be worn.
- 4.08.114 Given pictures of neat and wrinkled clothing, the student will choose those which are neat enough to wear and will tell why the wrinkled clothing can't be worn.
- 4.08.115 Given pictures of clothing which is wrinkled, old, new, soiled, and/or clean, the student will explain which clothes can be worn and what needs to be done to correct the appearance of the others.

4.08.12 Given pictures of clothing and items used to keep clothing neat and clean, the student will explain what can be used to correct the appearance of a piece of clothing.

- 4.08.121 The student will explain what each setting on the dial of an iron means and how to set it.
- 4.08.122 The student will explain what each setting on the dial of a washer and dryer means.
- 4.08.123 The student will choose items (iron, washer, hanger, clothes brush, etc.) and explain their purposes.
- 4.08.124 The student will demonstrate how each one of the clothing-care devices can be used.
- 4.08.125 The student will match pictures of clothing items to the device that can be used to improve the appearance of it.

4.08.2 STIO: Given cleaning items and pieces of clothing, the student will demonstrate ways of caring for and cleaning the clothes.

4.08.21 Given pieces of clothing, the student will choose clothing suitable to wear and explain what to do to improve the appearance of the other clothing.

- 4.08.211 Given a room with clothing on the floor, the student will explain that the clothing should be hung up to stay neat and clean.
- 4.08.212 Given a pile of clothing, the student will separate it into groups of new clothing, clothing not new but good enough to wear, and clothing too old to wear.
- 4.08.213 Given a pile of clothing, the student will separate soiled clothing and clothing clean enough to wear.
- 4.08.214 Given a pile of clothing, the student will separate clothing neat enough to wear from clothing which is too wrinkled.
- 4.08.215 Given a pile of clothing, the student will put it into groups of new, old, soiled, clean, wrinkled, and neat clothing and explain how to improve the appearance of each group.

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4.08.22 Given pieces of clothing and items needed to keep clothing neat and clean, the student will demonstrate ways of cleaning and caring for clothes.
  4.08.221 The student will properly hang up clothing that is lying on the floor.
  4.08.222 Given pieces of clothing, the student will demonstrate how to fold them for storage.
  4.08.223 Given a washer, the student will demonstrate how to wash dirty clothing, setting the dials correctly for each load.
  4.08.224 Given a dryer, the student will demonstrate how to dry wet clothing, setting the dial correctly for each load.
  4.08.225 Given an iron, the student will demonstrate how to iron wrinkled clothing, setting the dial correctly for each item.
  4.07.226 Given sweaters, slacks, and jackets, the student will demonstrate use of clothes brush.

4. EMPLOYABILITY SKILL: Appearance

4.09 LEVEL OF PERFORMANCE: Well Groomed

ANNUAL GOAL: The student's clothes will be new, or new-like, in the latest fashion or style, and color coordinated; his/her hair will be styled or coiffured; the proper amount of makeup will be worn, and facial hair will be neatly trimmed.

4.09.1 STIO: Without having to be reminded, the student will follow the health habits that are essential to good grooming.

4.09.11 Given a set of pictures showing dirty and clean people, the student will properly state which people look clean and which look dirty.
  4.09.111 The student will cut out 20 pictures -- 10 dirty and unclean people and 10 clean and tidy-looking people.
  4.09.112 The student will discuss why he/she chose the pictures to represent unclean appearances.
  4.09.113 The student will list five grooming habits which would improve the unclean person's appearance.
  4.09.114 The student will state why he/she chose pictures to represent clean appearances.
  4.09.115 The student will sort a new set of pictures into appropriate boxes -- either clean appearance or unclean appearance.

4.09.12 Given an unannounced spot check by the teacher, the student will qualify as being well-groomed (i.e. having neat, clean hair, body, etc.).
  4.09.121 The student will list all cleanliness habits performed each day.
  4.09.122 The student will watch film on proper grooming habits.
  4.09.123 The students will make a chart of what grooming skills were seen in the film.
  4.09.124 The student will record his/her daily grooming habits.

4.09.125 The teacher and students will discuss areas of improvement.
4.09.126 The students will choose daily the best-groomed boy and girl in the class.

4.09.2 STIO: The student will demonstrate a well-groomed appearance in everyday school attendance.

4.09.21 Given a chart of individual grooming habits, the student will score 100 percent cleanliness daily on each grooming habit and will chart his/her scores.
4.09.211 The student will make a daily grooming chart, listing at least 10 good habits.
4.09.212 The student will rate and record his/her daily grooming scores.
4.09.213 The student will make weekly grooming-habits chart.
4.09.214 The student will rate and record weekly grooming scores.
4.09.215 The teacher and student will discuss student's grooming habits, noting areas for improvement.
4.09.216 The student will make a monthly grooming-habits chart and rate/record the scores.

4.09.22 Given a spot check by an outside teacher (e.g., health teacher), the student will qualify as being well groomed.
4.09.221 The students will choose another teacher they would like to have involved in grooming program.
4.09.222 Each day, the student will privately meet with the outside teacher to discuss grooming habits he/she performed that day.
4.09.223 The student will keep weekly records on performed grooming habits to show outside teacher.
4.09.224 The student will have the outside teacher report the student's improvement each week to the classroom teacher.
4.09.225 The student will be aware that the outside teacher will spotcheck the student on a weekly basis.
4.09.226 The student will listen to a discussion of good grooming by the outside teacher as a guest speaker.

4. EMPLOYABILITY SKILL: Appearance

4.10 LEVEL OF PERFORMANCE: Fashionable

ANNUAL GOAL: The student will demonstrate a personal appearance sufficient for successful employment.

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4.10.1 STIO: The student will maintain a clean, neat appearance throughout any given work day.

- 4.10.11 The student will select clean clothing regularly.
  - 4.10.111 The student will discuss various ways to obtain clean clothing (e.g.,washer and dryer at home, neighbors, school, laundromat, etc.).
  - 4.10.112 The student will discuss the procedures used for the washer and dryer at home, school, or laundromat.
  - 4.10.113 The student will discuss channels to follow to receive permission to use school laundry facilities (e.g.,after school, before school, lunch time).
  - 4.10.114 The student will practice washing his/her own laundry in school by using the school laundry facilities.
  - 4.10.115 On a prepared chart listing good grooming and proper dress, each student will rate him/herself daily on clean clothing.
  - 4.10.116 The student will visit dry cleaners and laundromats for observation..

- 4.10.12 The student will select appropriate clothing for different occasions and locations.
  - 4.10.121 The student will practice matching pictures of correct clothing with the appropriate social activity.
  - 4.10.122 The student will practice matching pictures of correct clothing with the appropriate work activity.
  - 4.10.123 The student will practice matching pictures of correct clothing with the appropriate location.
  - 4.10.124 The student will correctly match pictures of correct ways to dress for a job interview.
  - 4.10.125 On a prepared chart listing good grooming and proper dress, the student will rate him/herself daily on appropriate clothing for school.

4.10.2 STIO: The student will demonstrate dress that is fashionable and in style in his/her daily work.

- 4.10.21 Given pictures of various styles of clothes, the student will pick out those clothes which are in style.
  - 4.10.211 The student will discuss what is meant by clothes that are "in style."
  - 4.10.212 With the use of old catalogs and old magazines, the student will find pictures of clothes that are not in style.
  - 4.10.213 With the use of new catalogs and new magazines, the student will find pictures of clothes that are in style.
  - 4.10.214 The student will discuss why stylish clothes are more appropriate for work and other social activities.
  - 4.10.215 On a prepared chart listing good grooming and proper dress, each student will rate him/herself daily on wearing clothes that are appropriate for any given job.

4.10.216 The student will select garments which are stylish on a visit to a clothing store.

4.10.22 Given color swatches, the student will match those colors which can be fashionably coordinated.
- 4.10.221 The student will discuss basic colors.
- 4.10.222 The student will practice matching basic color cards without clashing colors.
- 4.10.223 The student will discuss basic patterns and design of clothing (e.g., solids, prints, stripes, etc.).
- 4.10.224 The student will practice matching clothing items fashionably (e.g., color, pattern and design of shirt and ties, and blouse and skirt).
- 4.10.225 On a prepared chart listing good grooming and proper dress, the student will rate him/herself daily on wearing colors that match.
- 4.10.226 The student will select coordinated clothing items on a visit to a clothing store.

NOTES:

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5. EMPLOYABILITY SKILL: Teamwork

5.01 LEVEL OF PERFORMANCE: Uncooperative

ANNUAL GOAL: The student may cause confusion on purpose and may irritate team members; he/she may have a negative effect on the team; it will seem as if he/she always does the wrong thing, but he/she will move and participate.

5.01.1 STIO: Given a group setting, the student will work without arguing with fellow group members.

5.01.11 Given a puzzle to assemble in a group situation, the student will assemble the puzzle with little verbal conflict with the group.
5.01.111 Given examples of how to be courteous, the student will say "please" and "thank you."
5.ol.112 Given parts of a puzzle to assemble, the student will learn to wait his/her turn at assembly.
5.01.113 Given examples of how students could shout and disrupt, the student will learn to respect the feelings of his/her colleagues by not shouting or disrupting the activity.
5.01.114 Given a situation where the student needs help, the student will request and accept help.
5.01.115 Given the parts of a puzzle belonging to another student's puzzle, the student will share with the other student.

5.01.12 Given a small-group game, the student will actively participate with the group.
5.01.111 Given a game related to proper student manners, the student will exercise appropriate behaviors with respect to his/her peers.
5.01.112 Given a game in which varied beliefs are exploited, the student will accept others for their beliefs.
5.01.113 Given a team effort, the student will assist within the limits and rules of the game.
5.01.114 Given an instance involving students' rights, the student will acknowledge at least two basic rights of his/her peers.
5.01.115 Given a case of where a fellow student cannot perform a task, the student will assist.

5.01.2 STIO: Given a group setting, the student will work in a team effort to complete team tasks.

5.01.21 Given various group tasks, the students will arrange activities, perform tasks, and reflect on their work in terms of the group goals.
5.01.211 Given a task of making posters, the student will show respect for public and school property.
5.01.212 The students will plan a social activity to provide the opportunity to practice social amenities, (e.g., a visit to a movie or T.V. station).
5.01.213 The student will discuss negative expressions about people which are used in reference to the words mistake or problem.

5.01.214 Given a group discussion about the family, the student will show responsibility to the group and emphasize loyalty and respect.
5.01.215 The student will go through magazines and distinguish between "good" and "bad" forms of behavior in stories (e.g., cut out pictures to that effect).

5.01.22 Given a group situation, the student will be able to discuss and list cooperatively those things which are necessary for establishing and maintaining friendships.
5.01.221 The student will discuss and list the problems which could come from being loyal to a "bad" individual.
5.01.222 The student will discuss and list reasons for choosing "good" friends.
5.01.223 The student will give examples of being trustworthy and examples of being dependable.
5.01.224 The student could act out a little skit about having a friend and being a friend.
5.01.225 The student will tell how others are involved in helping to find work (e.g., their friends).

5. EMPLOYABILITY SKILL: Teamwork

5.02 LEVEL OF PERFORMANCE: Disruptive

ANNUAL GOAL: Even though the student wants attention and recognition and may cause resentment on a team, he/she will work toward his/her own goals, thinking of himself/herself.

5.02.1 STIO: Given an assignment and directions from the teacher, the student will work cooperatively with others to complete the assignment

5.02.11 Given the direction to work with others, the student will work cooperatively to complete the assignment.
5.02.111 The student will join another student and observe while books are placed on shelves by the teacher.
5.02.112 The student will go to the storeroom for books and with another student will place the books on shelves.
5.02.113 The student will work with two others in planning and arranging the books more appropriately
5.02.114 The student will participate in a class discussion on getting along with fellow workers.
5.02.115 The student will explain the difference between a job and a play activity.

5.02.12 Given an assignment to rearrange and clean book shelves, the student will work with other students to complete the task without conflict.
5.02.121 The student will work together with others in planning changes to be made in a book arrangement and will agree on job assignments within the group.
5.02.122 The student will interact with group and group leaders in making decisions about the assignment.
5.02.123 The student will cooperate willingly in doing his/her share of the lifting, stacking, and cleaning as part of a specific assignment.

5.02.124 The student will work with the group to complete the assignment within a given time.

5.02.125 The student will join the others in the work group along with other members of the class in observing the finished work and in making comments for improvement or positive criticisms, but without interrupting others.

5.02.2 STIO: Given an assignment of interraction between the student and his/her class, the student will perform simple assignments over a period of one week.

5.02.21 Given the job of class messenger, the student will carry out all required activities for one week, with no refusals.

5.02.211 The student will willingly go on a school tour with the last class messenger to become acquainted with all areas of message delivery.

5.02.212 The student will go into areas of delivery and be introduced as the new messenger and exhibit good manners.

5.02.213 The student will successfully on his/her own deliver all messages within a given time.

5.02.214 The student will correctly keep a log on a check-list sheet of each assignment given to the class messenger, following established recording methods.

5.02.215 The student will make an oral report of the most interesting part of being class messenger at the time designated by the teacher.

5.02.22 Given the materials and necessary instructions, the student will conduct a class survey on "Student Likes and Dislikes." (e.g., areas of music, clothing, food, entertainment, etc.)

5.02.221 The student will, working with a student of his/her choice, gather information from each classmate and record the findings of half of the class while his/her partner does the same for the other half.

5.02.222 The student and his/her partner will combine their findings in a friendly manner.

5.02.223 The student will work with his/her partner and complete a survey chart, cheerfully doing his/her share of the work.

5.02.224 The student will plan and design a bulletin board display showing the results of the student survey and will coordinate the work with the other team member satisfactorily.

5.02.225 The student will lead a class discussion on the survey, relying on team members for supportive information.

5. EMPLOYABILITY SKILL: Teamwork

5.03 LEVEL OF PERFORMANCE: Self-Centered

ANNUAL GOAL: Even though the student will get directions wrong or parts of them wrong, he/she will try to help the team, or his/her intentions will be to help. He/she will get only the very simple directions correct, and this will not be consistent.

5.03.1 STIO: When asked what responsibilities a student has to his/her family, the student will name correctly at least five responsibilites he/she has to his/her family.

5.03.11 When given a magazine, the student will find pictures showing ways in which he/she could help other members of the family. (e.g., sharing in the picking up of clothes, ironing, mopping, sewing, helping others with dressing, etc.).

5.03.111 Following a class discussion, the student will name at least three ways of helping in a classroom. (e.g., hanging up a coat, straigtening papers on the desk, arranging desks)

5.03.112 The student, in cooperation with the teacher, will select three classroom behaviors from the previous activity and keep a chart for two weeks, marking each time the student exhibits the good behavior.

5.03.113 Following a class discussion, the student will name three ways of helping other people at school. (e.g., helping with coats, carrying books, helping explain work)

5.03.114 For a period of time (two weeks), the teacher will keep a chart of the student's good behaviors from the previous activity and reward him/her with stars.

5.03.115 Following a class discussion, the student will name several ways in which he/she could help other members of his/her family.

5.03.12 Given a checklist to be taken home and then returned to school, the student will wash the evening dishes for one week (or another appropriate task) as verified by a responsible family member's signature.

5.03.121 Following a class discussion, the student will name three reasons why he/she should do the evening dishes (or other appropriate task).

5.03.122 With the aid of the teacher, the student will make a chart of the steps of the home task.

5.03.123 Using his/her chart, the student will practice his/her home task at school, making sure all steps were included.

5.03.124 Given a checklist to be taken home and returned to the school, the student will perform his/her home task one evening as verified by a family member's signature.

5.03.125 Given a checklist to be taken home and returned to school, the student will perform his/her home task three evenings as verified by a family member's signature. (An appropriate reward should be given at home and at school.)

5.03.2 STIO: When asked about the responsibilities a worker has on the job, the student will name at least five such responsibilities.

5.03.21 Following a class discussion, the student will name at least five responsibilities he/she has to an employer.

5.03.211 After viewing a film or filmstrip on worker responsibilities to the employer, the student will discuss the major points.

5.03.212 After a visit from a local employer, the class will list worker responsibilities to the employer on the chalkboard.

5.03.213 The class will develop a chart listing worker responsibilities to the employer and post these in the classroom/work area.

5.03.214 After the teacher gives an example of negative worker attitudes toward an employer, the student will correct the examples with positive activities.

5.03.215 Given a setting, the student will role play a situation showing worker responsibilities to the employer.

5.03.22 After a class discussion, the student will name at least five responsibilities he/she has to a fellow employee.
5.03.221 After viewing a film or filmstrip on worker responsibilities to his/her fellow employees, the student will discuss major points.
5.03.222 The class will take a field trip to a local industry and observe/meet with employees. In the classroom, the students will list worker responsibilities to fellow employees on the chalkboard.
5.03.223 The class will develop a chart listing worker responsibilities to fellow workers and post these in the classroom/work area.
5.03.224 After the teacher gives an example of negative worker attitudes toward fellow employees, the student will correct the example.
5.03.225 Given a setting, the student will role play a situation showing worker responsibilities as they apply to fellow workers.

5. EMPLOYABILITY SKILL: Teamwork

5.04 LEVEL OF PERFORMANCE: Loner

ANNUAL GOAL: The student will consistently follow simple directions. Even in following directions he/she may not really help the team, but will not hinder the team either.

5.04.1 STIO: Given a group situation, the student will demonstrate proper social attitudes toward others.

5.04.11 Given a normal classroom situation with the teacher talking, the student will undergo a process which will enable him/her to concentrate for a period of not less than five minutes.
5.04.111 Given a classroom setting with six desks set in a semi-circle, each student will be seated accordingly and allowed to converse with the others freely for 10 minutes.
5.04.112 Given a classroom situation, the students will take turns telling of the day's activities.
5.04.113 Given a classroom setting, students will practice concentrating on a speaker's words for one minute at a time.
5.04.114 Given a recording of sounds of various kinds, the students will listen and then recall as many sounds as possible.
5.04.115 Given a recorded speech, the students will detect speech details.

5.04.12 When assigned a partner in a game in which the student does not particularly care for the partner, the student will participate with the partner without displaying a negative behavior.
5.04.121 Given a Barrel-of-Monkeys game, two students who may not normally play together will play together without teasing one another, assisted by the teacher.
5.04.122 Given the situation above, the students will play together without close supervision.
5.04.123 Given a gym situation, the student will be assigned a game of catch with a stranger.

5.04.124 Given a game of tug of war, the student will be teamed with a stranger and perform without conflict.
5.04.125 Given games involving twosomes, the student will perform appropriately with a selected number of his classmates.(e.g., checkers, monopoly, marbles, etc.)

5.04.2 STIO: Given an assignment involving a co-worker, the student will perform his/her duties on a cooperative basis.

5.04.21 Given assignments involving a co-worker, the student will perform his/her duties for a short period of time.
5.04.211 The student and co-worker will pick up papers on the school grounds.
5.04.212 The student and co-worker will clean specifically assigned areas of the schoolroom. cooperatively.
5.04.213 The student and the co-worker will deliver a message to another part of the school.
5.04.214 The student and the co-worker will pass out papers and supplies to fellow classmates.
5.04.215 The student and co-worker will keep specific class records as a part of the class activity.

5.04.22 Given errands involving some decision as to the diversity of assignment, the student will cooperate with his/her fellow worker to arrive at these decisions.
5.04.221 Given a set of materials to be delivered to more than one classroom, the students will cooperatively decide who will deliver to what rooms.
5.04.222 Given materials to be distributed to classmates, the students will arrive at a decision as to which student will distribute what supplies.
5.04.223 When asked to report to the teacher about an activity, the students will agree as to who is to present first.
5.04.224 Given the task of distributing lunch tokens, the students will decide who should distribute and who should record.
5.04.225 Given a display case and a list of materials needed, the students will decide which materials they wish to enter/collect for the display.

5. EMPLOYABILITY SKILL: Teamwork

5.05 LEVEL OF PERFORMANCE: Follower

ANNUAL GOAL: The student will be consistent in his/her actions with regard to the team. He/she will contribute to team efforts and will be considerate, frequently assisting members of the team when necessary.

5.05.1 STIO: Given a list of people whose judgment or opinions could be respected, the student will choose five people whose judgment or opinions he/she would accept and tell why.

5.05.11 When presented with a list of ten people in the community, the student will verbally state at least five people whose opinion or judgment would be respected and tell why.
5.05.111 The student will identify 10 community workers. (e.g., street cleaner or fireman)
5.05.112 The student will describe the jobs of community workers. (e.g., cleans streets or extinguishes fires)
5.05.113 The student will locate community workers by place of employment. (e.g., city building or fire department)
5.05.114 The student will tell why each person could be respected. (e.g., sanitation and health and rescue and safety)
5.05.115 The student will select five persons who can be respected. (e.g., policeman and fireman)

5.05.12 When asked, the student will give at least one reason why he/she should listen to a boss at work.
5.05.121 The student will describe the role differences of boss and employee. (e.g., supervisor or worker)
5.05.122 The student will describe a boss's responsibilities. (e.g., assisting in job areas and in evaluating job performance)
5.05.123 The student will identify who is boss in working situation. (e.g., foreman or plant manager)
5.05.124 The student will explain an employee's responsibilities. (e.g., punctuality or attendance)
5.05.125 The student will state specific job responsibilities on one or more of the described jobs such as 1) machine helper (e.g., care of property or completion of task) and 2) waitress (e.g., good appearance or good stamina).

5.05.2 STIO: Given simple directions to complete a specific task, the student will successfully complete the task within a group setting.

5.05.21 Given a list of five steps to complete a specific task, the student will arrange the directions in the proper sequence to complete the job successfully.
5.05.211 The student will know the ordinal numbers "first" through "fifth" in proper sequence both verbally and written.
5.05.212 The student will perform one-step tasks successfully (under supervision or without supervision).
5.05.213 The student will perform two-step tasks successfully (quietly, orderly).
5.05.214 The student will perform a three-step task successfully (mannerly, without distraction).
5.05.215 The student will perform the required task successfully (consistently, without assistance).

5.05.22 Given a simple task, the student will verbally state what steps are to be taken to successfully complete the task.
5.05.221 The student will use ordinal values of five numbers correctly (verbal or written).
5.05.222 The student will accomplish tasks with simple set patterns (quickly, efficiently).
5.05.223 The student will tell a story in the proper sequence (accurately, clearly).

5.05.224 The student will perform the required tasks (punctually, without supervision).
5.05.225 The student will verbally state what he/she is doing while performing each step of the required task (accurately, clearly).

5. EMPLOYABILITY SKILL: Teamwork

5.06 LEVEL OF PERFORMANCE: Helpful

ANNUAL GOAL: The student will be accepted as a part of the team and interact with team members by talking, joking, etc. He/she will gain a feeling of being a part of the team and will have socially acceptable behavior.

5.06.1 STIO: Given a specific situation in which a total team effort is necessary, the student will contribute to the team in a positive manner.

5.06.11 Given any team sport or any game in which a total team effort is necessary, the student will contribute to the team in a positive manner.
5.06.111 The student will respond to a teacher's explanation and discussion of the traits which best contribute to a total team effort. (e.g., following rules, good sportsmanship, positive attitudes, or trying one's best)
5.06.112 The student will begin to demonstrate those traits which contribute the most to the team, with constant teacher reminders. (e.g., help the other team members, do your best, etc.)
5.06.113 The student will demonstrate those traits which contribute the most to the team effort, with minimal teacher reminders.
5.06.114 The student will demonstrate those positive traits which contribute the most to the team, even when frustrated or losing.
5.06.115 The student will show a willingness to listen and learn from constructive criticism, when it will improve the team effort.

5.06.12 Given any job task in which a team effort is necessary, the student will contribute to the team in a positive manner.
5.06.121 The student will listen to the supervisor explain and discuss traits which best contribute to working together as a team. (e.g., following directions, being willing to help each other, doing their share of the work, or having a positive attitude)
5.06.122 The student will, under teacher supervision, demonstrate those positive traits which best contribute to the team effort.
5.06.123 The student will demonstrate those positive traits which best contribute to the team effort under minimal supervision.
5.06.124 The student will show a willingness to listen and to learn from constructive criticism when it will improve the team effort.

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5.06.125 The student will demonstrate those traits which best contribute to the team even under unfavorable conditions. (e.g., illness or being behind schedule)

5.06.2 STIO: Given a specific situation in which a team effort is necessary, the student will demonstrate the ability to assist other members of the team in an appropriate manner.

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5.06.21 Given a classroom assignment in an academic class, the student will assist a classmate in completing the assignment. (e.g., peer tutoring)

- 5.06.211 The student will assist a classmate and display patience, support, and positive encouragement. (This would be best with a peer of younger age.)
- 5.06.212 The student will practice exercises related to an assignment with the teacher observing.
- 5.06.213 The student and his/her classmate will demonstrate correct procedures for completing an assignment.
- 5.06.214 The student will work with a classmate in such a way that the work will be done correctly.
- 5.06.215 The student will report to the teacher on completion of an assignment.

5.06.22 Given a crosscut saw and a pine board, a student will assist another student in cutting the board into sections by alternately holding and then cutting in cooperation with the other student.

- 5.06.221 The student will show a gain in understanding as the teacher explains and demonstrates the use of a saw and safety practices.
- 5.06.222 The student demonstrates proficiency on a saw.
- 5.06.223 The student will gain an understanding of how to hold a board securely and how to avoid splitting the wood as the teacher explains and demonstrates.
- 5.06.224 The student will demonstrate how to hold a board securely for the teacher and fellow student.
- 5.06.225 The student will assist another student in completing the task of sawing by alternately sawing a board and holding the wood securely.

5. EMPLOYABILITY SKILL: Teamwork

5.07 LEVEL OF PERFORMANCE: Communicates Socially

ANNUAL GOAL: The student will not think of himself/herself while with the team, but only how he/she can work toward their common goals. He/she will do things for the advancement of the team effort. He/she will be unselfish and will see the importance of team play or effort.

5.07.1 STIO: Given the job of working with others, the student will be able to fraternize and communicate socially while performing tasks and duties.

5.07.11 Given a job of working with three other students stocking a pantry in the school cafeteria, the student will be able to fraternize and communicate socially with his co-workers.

- 5.07.111 The student will listen to and follow all instructions given to workers before they start work.
- 5.07.112 The student will cooperatively perform his assigned job to completion, interacting pleasantly with other team members.
- 5.07.113 The student will demonstrate his ability to appropriately accept positive criticism from either the supervisor or from peers.
- 5.07.114 The student will exhibit the willingness to ask for help when needed and state various reasons why it is wise to do so. (e.g., mistakes, wasted supplies, the dangers involved.)

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5.07.115 The student will list five or more reasons why a person who is socially acceptable will get and keep a job. (e.g. employers expect it from workers; customers appreciate good manners; fellow workers become friends.)

5.07.12 The student will work with a committee to plan a class party or outing, successfully performing all assigned duties.

5.07.121 The student will meet with groups to help make necessary overall plans.
5.07.122 The student will participate in small groups or specific planning such as refreshments, deocrations, games, etc.
5.07.123 The student will successfully perform duties assigned to him/her in a pleasant manner and to his/her ability.
5.07.124 The student will interact verbally with team members to ask for help if needed, or to obtain necessary information.
5.07.125 The student will interact positively with team members to offer needed help, provided his/her own duties are completed satisfactorily.

5.07.2 STIO: Given an in-school job assignment with responsibility and the purpose of assisting others, the student will willingly accept and perform the task with cooperative, acceptable behavior.

5.07.21 Given the assignment of school messenger person, the student will perform the required duties with cooperative, acceptable behavior.

5.07.211 The student will correctly recognize the names, titles, and offices of all school personnel.
5.07.212 The student will seek help from the proper source, whenever needed.
5.07.213 The student will always relate verbal messages in a proper, acceptable manner.
5.07.214 The student will continually interact with co-workers and staff members in a friendly, cooperative manner, using appropriate greetings and comments.
5.07.215 The student will consider any and all messages given him/her for delivery as being confidential information intended only for the recipient.

5.07.22 Given the assignment to be a team member to hand out programs at the school play and to monitor during the play, the student will willingly accept and perform the task satisfactorily.

5.07.221 The student will appear on the job on time and alert to understand pertinent instructions.
5.07.222 The student will be appropriately dressed, according to previous instructions given.
5.07.223 The student will cheerfully accept the position to which he/she is assigned.
5.07.224 The student will remain at the post for time required, attending to all duties as outlined.
5.07.225 The student will complete assignment, coordinating with the team to check seats and aisles in auditorium after the play, turning in all articles found, and joining the group for a social gathering in the cafeteria.

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5. EMPLOYABILITY SKILL: Teamwork

5.08 LEVEL OF PERFORMANCE: Work for Common Goals

ANNUAL GOAL: The student will adjust his/her talents to make the team better. He/she will abide by team decisions without complaint and will be able to adjust to other positions on the team if necessary. He/she will have a positive attitude.

5.08.1 STIO: Given an in-school work assignment, the student will develop the cooperation of other workers to the point that he/she eventually will lead them.

- 5.08.11 Given an assigned job in the school setting, the student will cooperate within the group to which he/she has been assigned.
  - 5.08.111 When assigned to a team to complete a class project, the student will show cooperation with the other team members in completing the project.
  - 5.08.112 The student will join his/her classmates in cleaning up his/her classroom.
  - 5.08.113 While on a field trip, the student will follow the rules to show cooperation in making the trip advantageous.
  - 5.08.114 When assigned to a particular committee for a class party, the student will cooperate by completing his/her part. (e.g., bring pop, clean up, decorate, bring cookies)
  - 5.08.115 The student, when assigned with another student to do a disliked task, will work until the task is completed.
- 5.08.12 Given an assigned job in the school setting, the student as group leader will lead his/her group to completion of the tasks of their project.
  - 5.08.121 As leader of one of several groups, the student will work with other leaders and teacher to complete the goal.
  - 5.08.122 When assigned as group leader, the student will still demonstrate his/her willingness to be a helper and a fellow worker.
  - 5.08.123 When assigned as group leader, the student will maintain a good rapport even with those who do not want to cooperate.
  - 5.08.124 When assigned the role of a committee leader, the student will demonstrate his/her ability to give directions to team members.
  - 5.08.125 Without direction from the teacher, the student will take initiative to help from his/her fellow students in completing a task that needs to be done. (e.g. cleaning boards, sweeping floors, etc.)

5.08.2 STIO: Given a work-study preparation activity, the student will demonstrate his ability to successfully enter a work and job situation of his/her own initiative.

- 5.08.2 Given an assigned job within the school setting, the student will participate for at least twelve weeks during one school year without being released from the work situation.

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5.08.211 The student will maintain a favorable rating on a classroom job evaluation for punctuality.
5.08.212 The student will maintain a favorable rating on a classroom job evaluation for following directions.
5.08.213 The student will maintain a favorable rating on a classroom job evaluation for trustworthiness.
5.08.214 The student will perform favorably on a job-initiative assignment.
5.08.215 The student will maintain a favorable rating on a classroom job evaluation for appearance.

5.08.22 Given a community work experience for at least one school year, the student will maintain the job without being asked to leave.
5.08.221 The student will maintain a favorable rating on a community employer evaluation for punctuality.
5.08.222 The student will maintain a favorable rating on a community employer evaluation for following directions.
5.08.223 The student will maintain a favorable rating on a community employer evaluation for trustworthiness.
5.08.224 The student will maintain a favorable rating on a community employer evaluation for initiative.
5.08.225 The student will maintain a favorable rating on a community employer evaluation for appearance.

5. EMPLOYABILITY SKILL: Teamwork

5.09 LEVEL OF PERFORMANCE: Cooperative

ANNUAL GOAL: The student's contribution will be necessary for team success. He/she will perform well, will carry his/her own weight on the team, will push himself/herself, and will inspire the team or certain team members. He/she will pick up the slack in a team effort.

5.09.1 STIO: Given a simulated job placement involving supervision, the student will perform with success.

5.09.11 Given a situation of simulated/real labeling and shelving of items in a school cafeteria or storage room, the student will mark, place and store the items on proper shelves.
5.09.111 The student will bring boxes and crates to labeling area with a dollie.
5.09.112 The student will open crates and boxes.
5.09.113 The student will place items on shelves in pre-marked and designated areas.
5.09.114 The student will line items evenly on shelves and stack as instructed.
5.09.115 Given directions on clean-up, the student will flatten empty boxes and return part containers to the store room.

5.09.12 Given a simulated job placement situation helping the school maintenance staff with a painting task, the student will learn the basic essentials of preparation for such a task.

5.09.121 The student will walk around the premise with the supervisor and determine the amount and kinds of materials needed to perform the task.
5.09.122 The student will place materials, tools, etc., needed in a hand caddy and take them to the work area.
5.09.123 The student will prepare the painting surface by repairing loose boards, adding wood filler and putty, scraping, sanding, or cleaning.
5.09.124 The student will mask around windows and trim if they are to be protected.
5.09.125 The student will prepare drop cloths and prepare scaffolding and ladders.

5.09.2 STIO: When working with others, the student will voluntarily solicit the directions from supervision and then work cooperatively with the group involved to carry out the task.

5.09.21 When working on the school dock as a dock worker, the student will assist other workers in unloading freight.
5.09.211 The student will inquire of the supervisor the assignment for the day.
5.09.212 The student will determine the storage areas of the different kinds of freight.
5.09.213 The student will use the hand cart safely in moving freight from the truck to the storage area.
5.09.214 The student will assist fellow workers in lifting boxes and will carry his/her share of the task.
5.09.215 The student will take turns with other workers in wheeling the cart and in carrying the supply information card.

5.09.22 When working as a custodial helper, the student will be assigned to a specific part of the building and will assume the responsibility for its maintenance and care.
5.09.221 The student will follow the directions of the custodian in finding supplies and equipment needed for cleaning.
5.09.222 The student will voluntarily ask for needed supplies.
5.09.223 The student will clean under normal procedures of dusting, mopping, and vacuuming.
5.09.224 The student will arrange furniture in a neat, orderly manner.
5.09.225 The student will complete the paper work essential to the completion of the days duties.

5. EMPLOYABILITY SKILL: Teamwork

5.10 LEVEL OF PERFORMANCE: Productive

ANNUAL GOAL: Given an employment situation involving group activities, the student will work on an assigned task in a cooperative manner.

5.10.1 STIO: Given the problem involving another worker, the student will name the individual and give the possible solution for dealing with the problem.

5.10.11 When asked what teachers do if they have a disagreement about something (talk it over or fight), the student will answer, "Talk it over."
  - 5.10.111 The student will identify the problem verbally and write the problem down in a few words.
  - 5.10.112 The student will identify a solution to the problem.
  - 5.10.113 The student will state a probable position of the other person, relaying the other person's feelings.
  - 5.10.114 The person will demonstrate some perception of how the other person might solve the problem.
  - 5.10.115 The student will arrive at a group consensus of how the problem might be solved.

5.10.12 (Using the example of a principal explaining to a teacher what the teacher did wrong) when asked if it is easier to explain a problem in a normal voice or to scream,the student will answer, "In a normal voice."
  - 5.10.121 The student will demonstrate the problem both verbally and non-verbally.
  - 5.10.122 The student will demonstrate the solution both verbally and non-verbally.
  - 5.10.123 The student will explain another person's possible point of view both verbally and non-verbally.
  - 5.10.124 The student will demonstrate how the other person might solve the problem both verbally and non-verbally.
  - 5.10.125 The students will arrive at a group consensus of the solution throught soliciting the group's opinion orally.

5.10.2 STIO: When presented a problem of getting along with a fellow employee, the student will describe an employment situation and give a possible solution for dealing with the problem.

5.10.21 When asked, if a disagreement occurs with another student, should they talk it over or start a fight, the student will answer, "Talk it over."
  - 5.10.211 The student will identify the problem verbally and non-verbally.
  - 5.10.212 The student will demonstrate the solution both verbally and non-verbally.
  - 5.10.213 The student will demonstrate the other person's point of view both verbally and non-verbally.
  - 5.10.214 The student will demonstrate the other person's solution both verbally and non-verbally.
  - 5.10.215 The students will arrive at a group consensus orally and demonstrate the consensus opinion.

5.10.22 When asked if it is better for the boss to explain what a worker did wrong by talking in a normal voice or by screaming, the student will answer, "In a normal voice."
  - 5.10.221 The student will demonstrate the problem both verbally and non-verbally.
  - 5.10.222 The student will demonstrate the solution both verbally and non-verbally.

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ate the other person's solution verbally and non-

at a group consensus orally and demonstrate the consensus

EMPLOYABILITY CURRICULUM

6. EMPLOYABILITY SKILL: Pace

6.01 LEVEL OF PERFORMANCE: Nonperforming

ANNUAL GOAL: The student will make all the motor movements required for employment, but will not be able to move quickly enough to succeed on the job.

6.01.1 STIO: Given a task to perform, the student will begin the task immediately, but finish it on his/her own time.

6.01.11 Given a string and bag of beads, the student will begin to string the beads upon request but finish at his/her leisure.
6.01.111 The student will make a necklace of red round beads.
6.01.112 The student will make a necklace of yellow square beads.
6.01.113 The student will use blue cubes to make a necklace.
6.01.114 The student will make a necklace of all round green beads.
6.01.115 The student will make a necklace of all beads that are square.

6.01.12 Given a bag of beads, the student will upon request learn to make a necklace according to color and will finish at his/her leisure.
6.01.121 The student will make a necklace of all red beads.
6.01.122 The student will make a necklace of all green beads.
6.01.123 The student will make a necklace of all yellow beads.
6.01.124 The student will make a necklace of all blue beads.
6.01.125 The student will make a necklace of blue and yellow beads.

6.01.2 STIO: Given a task to perform, the student will complete the task within a short time period, not more than fifteen minutes time.

6.01.21 Upon entering the classroom each morning, the student will unzip or unbutton his/her coat or jacket and take it off within fifteen minutes.
6.01.211 The student will listen to the teacher explain that the coat should be taken off.
6.01.222 The student will watch the teacher demonstrate how to unzip the coat.
6.01.223 The student will place his/her hands on the zipper or buttons in preparation for the task of unzipping or unbuttoning.
6.01.224 The student will remove his/her arms from the coat.
6.01.225 The student will take off the coat and hand it to the teacher.

6.01.22 Given a coat hanger and shown how to place his/her coat on the hanger, the student will hang his/her coat on a coat rack.
6.01.221 The student will listen to instructions of how to remove the coat.
6.01.222 The student will get a hanger.

6.01.223 The student will place coat on hanger.
6.01.224 The student will locate a position on the coat rack.
6.01.225 The student will place coat on coat rack.

6. EMPLOYABILITY SKILL: Pace

6.02 LEVEL OF PERFORMANCE: Substandard

ANNUAL GOAL: The student will not be able to pace his/her movements to meet the demands of a task.

6.02.1 STIO: Given a task to perform, the student will work on the task within a specific time period.

6.02.11 Given twenty-five objects to place into five containers, the student will remain on task until the task is completed, under teacher supervision.
6.02.111 Given five objects and one container, the student will observe the teacher placing all objects in the container.
6.02.112 Given five objects and one container, the student will model the teacher putting all five objects into one container in no less than five minutes.
6.02.113 Given ten objects and two containers, the student will place five objects in each container and remain on task until completed.
6.02.114 Given fifteen objects and three containers, the student will place five objects in each container and continue doing so until the task is completed.
6.02.115 Given twenty-five objects and five containers, the student will place five objects into each container and continue on task until complete, under teacher supervision.

6.02.12 Given ten boxes weighing ten pounds each, the student will carry each box one at a time at least ten yards and stack them in two piles of five each and continue on task until completed.
6.02.121 Given two ten-pound boxes, the student will carry each box, one at a time, ten yards and place them on top of the other.
6.02.122 Given four ten-pound boxes, the student will pick each box up, one at a time, and carry them at least ten yards, then stack them one on top of the other, and continue on task until completed.
6.02.123 Given six ten-pound boxes, the student will pick one up at a time and carry it at least ten yards and then stack the boxes in two stacks of three each and continue until the task is completed.
6.02.124 Given eight ten-pound boxes, the student will pick up and carry each box ten yards and then stack the boxes one on top of the other with four in each stack, under teacher supervision.

6.02.125 Given ten ten-pound boxes, the student will lift and carry each one at least ten yards and put boxes one on the other in two stacks of five each.

6.02.2 STIO: Given a specific task, the student will stay on task until the task is completed.

6.02.21 Given ten pieces of silverware, the student will sort and stack the silverware in utensil drawer and continue on task until job is completed and report outcome to supervisor.
6.02.211 Given ten pieces of silverware, the student will sort them into piles of knives, forks, and spoons under supervision.
6.02.212 Given ten pieces of silverware, the student will sort them into piles of knives, forks, and spoons and complete the task without supervision.
6.02.213 Given ten pieces of clean silverware, the student will sort and stack the silverware in the utensil drawer and continue on task, under supervision, until the task is completed.
6.02.214 Given ten pieces of clean silverware, the student will sort and stack the silverware into the utensil drawer and continue on task without supervision until the job is complete
6.02.215 Given ten pieces of clean silverware to sort and stack, the student will place the silverware accurately in the utensil drawer and report outcome to supervisor.

6.02.22 Given two trash cans to empty into a movable cart, the student will stay on task until the job is completed.
6.02.221 Given a task of emptying trash, the student will follow the teacher to the cart room and get the trash cart.
6.02.222 Given the task of emptying the trash, the student will watch the teacher empty a basket of trash into the cart.
6.02.223 Given the task of emptying two baskets, the student will take the baskets to the hall and to the trash cart.
6.02.224 The student will empty two baskets of trash into the cart, taking care not to spill trash.
6.02.225 After emptying two trash cans, the student will return cans and cart to proper place.

6. EMPLOYABILITY SKILL: Pace

6.03 LEVEL OF PERFORMANCE: Erratic

ANNUAL GOAL: The student will work at a satisfactory rate only part of the time.

6.03.1 STIO: Given a task, the student will work on the task within a restricted period of time.

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6.03.11 Given a string and bag of beads, the student will, upon request, begin to string the beads and work at the task for five minutes and complete the task.

- 6.03.111 The student will develop an awareness of how long a five-minute period really is by looking at magazines for five minutes under supervision.
- 6.03.112 Given a box of machine bolt washers, the student will string them on a wire for a five minute period of time.
- 6.03.113 Given the opportunity, the student will take a restroom break and be required to return to the room after five minutes.
- 6.03.114 The student will be required to sit on his chair for five minutes while the teacher talks about time.
- 6.03.115 Given a string and bag of beads, the student will work at the task for five minutes and complete the task.

6.03.12 Given a bag of beads, the student will, upon request, begin to sort the beads according to color and complete the task in five minutes.

- 6.03.121 The student will name the color of the bead that the teacher randomly holds in his hand.
- 6.03.122 When asked, the student will set hands on practice clock to show the five-minute intervals.
- 6.03.123 The student will sit in his chair for five minutes and listen to the teacher talk about time.
- 6.03.124 Given a pile of play coins, the student will sort the coins into four different piles within five minutes (e.g., piles of pennies, nickels, quarters, etc.).
- 6.03.125 Given a pile of beads on a table, the student will place them in a jar, one at a time for five minutes.

6.03.2 STIO: Given a task, the student will complete that task within a restricted period of time.

6.03.21 When given five vocabulary words, the student will locate them in the dictionary and will copy the definitions in a period of fifteen minutes.

- 6.03.211 Given a list of ten words, the student will list them in alphabetical order within a ten-minute period.
- 6.03.212 Given a list of ten words, the student will indicate in what part of the dictionary the word might be located (e.g., front, middle, end) and will complete this activity in ten minutes.
- 6.03.213 Given a list of ten words, the student will correctly list the number of the page on which the word is found in the dictionary and complete the task in fifteen minutes.
- 6.03.214 Given a list of five words, the student will list the number of definitions found under each word in less than fifteen minutes.
- 6.03.215 Given a list of five words, the student will list the guidewords of the page on which the words are found in the dictionary and copy the first definition within a period of fifteen minutes.

6.03.22 When given some of the basic information needed on a job application form, the student will be able to produce the information on a form in one class period.
  - 6.03.221 When given a vocabulary worksheet, the student will match each of ten words with a correct choice of three definitions.
  - 6.03.222 When shown a list of ten job application words, the student will correctly pronounce each word.
  - 6.03.223 In order to fill out a job application quickly, the student will be able to write his social security number.
  - 6.03.224 When asked to give three references, the student will be able to give three names and addresses.
  - 6.03.225 When asked, the student will be able to list the name of his high school and high school address.
  - 6.03.226 When asked to complete information on an information form, the student will be able to present that information basic to employment in one class period.

6. EMPLOYABILITY SKILL: Pace

6.04 LEVEL OF PERFORMANCE: Inconsistent

ANNUAL GOAL: The student will work at a constant slow rate of speed.

6.04.1 STIO: Given a specific task, the student will complete the task on a daily basis and within a definite time period (two weeks).

6.04.11 When given an assigned task in the school, the student will complete one fourth of the task within the two-week period.
  - 6.04.111 Given the task of sweeping the classroom, the student will select from a set of tools those necessary to complete the job.
  - 6.04.112 Given information about the location of the tools, the student will leave the classroom and get the necessary tools and return within a given time span.
  - 6.04.113 Given tools, the student will practice selecting those necessary to the task assigned.
  - 6.04.114 Given a specific area of the room to sweep, the student will get the necessary materials, sweep the room, and return tools and materials within a specific time period.
  - 6.04.115 Given distractors, the student will ignore them and complete the task assigned.
  - 6.04.116 Given the task of cleaning a room, the student will complete at least one fourth of the task during his/her first two weeks of training.

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6.04.12 When assigned a minimal level task details in school, the student will complete one half of the task details within a two-week period.

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6.04.121 Given the task of sweeping the classroom, the student will complete one half the task after a two-week period of practice.
6.04.122 Given information about tools for the task of cleaning, the student will be able to identify at least half the tools in a two-week period.
6.04.123 Given tools, the student will practice selecting those necessary for the task and identify at least half within two weeks.
6.04.124 Given several distractors, the student will be able to ignore at least half of them in order to complete the task within two weeks.
6.04.125 Given the task of cleaning the room totally, the student will complete one half the task in two weeks.

6.04.2 STIO: Given a job at school, the student will perform the job 70 percent of the time with consistency.

6.04.21 When helping the cafeteria supervisor, the student will be oriented in his/her job and perform to 70 percent consistency.
6.04.211 The student will be introduced to the cafeteria and his/her job tasks by the supervisor.
6.04.212 Given the task of sweeping the kitchen, the student will complete three fourths of task in a given shift.
6.04.213 Given the task of washing trays, the student will complete 70 percent of the task in a given shift.
6.04.214 Given the task of wrapping silver, the student will complete 70 percent of the task in a given shift.
6.04.215 Given the task of filling the tray cart, the student will complete 70 percent of the task in a given shift.

6.04.22 When helping in a school library, the student will perform a job 70 percent of the time with consistency.
6.04.221 The student will be introduced to his/her library-helper duties by the head librarian.
6.04.222 Given the task of sweeping the library, the student will perform to 70 percent consistency.
6.04.223 Given the task of dusting shelves, the student will perform to 70 percent consistency.
6.04.224 Given the task of dusting books, the student will perform to 70 percent consistency.
6.04.225 Given the task of arranging chairs and tables, the student will perform to 70 percent consistency.

6. EMPLOYABILITY SKILL: Pace

6.05 LEVEL OF PERFORMANCE: Slow Pace

ANNUAL GOAL: The student will work at a reasonably steady rate of speed.

6.05.1 STIO: Given a task to perform, the student will work on the task consistently at his/her own speed until the task is complete.

6.05.11 Given one box each of fifty nuts and fifty bolts and one empty box, the student will screw a nut on each bolt and place them in the empty box at a slow but consistent speed until the task is completed with 100 percent accuracy.

6.05.111 Given one box of 50 nuts and 50 bolts and an empty box, the student will complete the task of assembly with guidance and 50 percent accuracy.

6.05.112 Given a box of 50 nuts and a box of 50 bolts and an empty box, the student will complete the task of assembly with minimal guidance and 50 percent accuracy.

6.05.113 Given one box each of 50 nuts and 50 bolts and an empty box, the student will complete the task of assembly with minimal guidance and 75 percent accuracy.

6.05.114 Given the boxes of 50 nuts and 50 bolts and an empty box, the student will complete the task with a steady slow speed and 100 percent accuracy.

6.05.12 Given 10 baggies and a box of 50 nut/bolt combinations, the student will place five combinations in each baggie at a slow consistent speed until the task is completed with 100 percent accuracy.

6.05.121 Given 10 baggies and a box of nut/bolt combinations, the student will complete the task with some instruction with 25 percent accuracy.

6.05.122 Given 10 baggies and the box of nut/bolt combinations, the student will complete the task with minimal instruction with 50 percent accuracy.

6.05.123 Given 10 baggies and a box of nut/bolt combinations, the student will complete the task with no instruction and 50 percent accuracy.

6.05.124 Given 10 baggies and the box of nut/bolt combinations, the student will complete the task of bagging at a slow pace with 75 percent accuracy.

6.05.125 Given 10 baggies and the box of nut/bolt combinations, the student will complete the task of bagging at a slow but steady pace with 100 percent accuracy.

6.05.2 STIO: Given a task to perform, the student will work on the task repeatedly for one hour, consistently, but at his/her own speed.

6.05.21 Given a stack of 50 baggies and a box of 500 buttons, the student will place 10 buttons in each baggie at a slow, consistent speed for one hour with 100 percent accuracy.

6.05.211 Given 50 baggies and 500 buttons, the student will complete the task with some assistance with 25 percent accuracy.

6.05.212 Given 50 baggies and 500 buttons, the student will complete the task with minimal assistance with 50 percent accuracy.

6.05.213 Given 50 baggies and 500 buttons, the student will complete the task unassisted with 50 percent accuracy.

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6.05.214 Given 50 baggies and 500 buttons, the student will complete the task at a slow but consistent speed for one hour with 75 percent accuracy.

6.05.215 Given 50 baggies and 500 buttons, the student will complete the task at a slow but consistent speed for one hour with 100 percent accuracy.

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6.05.22 Given a box of 500 buttons of four different sizes and four empty boxes, the student will sort the buttons according to size for one hour at a slow consistent speed with 100 percent accuracy.
  6.05.221 Given 500 buttons of four sizes and four boxes, the student will complete the task with some assistance with 25 percent accuracy.
  6.05.222 Given 500 buttons of four sizes and four boxes, the student will complete the task with minimal assistance with 50 percent accuracy.
  6.05.223 Given 500 buttons of four sizes and four boxes, the student will complete the task unassisted with 50 percent accuracy.
  6.05.224 Given 500 buttons of four sizes and four boxes, the student will complete the task unassisted at a slow speed with 75 percent accuracy.
  6.05.225 Given 500 buttons of four sizes and four boxes, the student will complete the task at a slow but consistent speed for one hour with 100 percent accuracy.

. EMPLOYABILITY SKILL: Pace

.06 LEVEL OF PERFORMANCE: Fairly Consistent

ANNUAL GOAL: The student will work at a consistent medium rate of speed.

.06.1 STIO: Given a task to perform, the student will work on the task at a steady rate of speed until the task is completed.

6.06.11 Given the parts to five cheese crocks, the student will assemble them within a ten-minute period.
  6.06.111 Given one cheese crock, lid, gasket, and wire handle, the student will assemble the parts with 100 percent accuracy, but within no specific time frame.
  6.06.112 Given one cheese crock, lid, gasket, and wire handle, the student will assemble the parts with 100 percent accuracy within five minutes.
  6.06.113 Given five cheese crocks, lids, gaskets and wire handles, the student will assemble the parts with 100 percent accuracy within thirty minutes.
  6.06.114 Given five cheese crocks, lids, gaskets, and wire handles, the student will assemble the parts with 100 percent accuracy within twenty minutes.
  6.06.115 Given the five cheese crocks, lids, gaskets, and wire handles, the student will assemble the parts with 100 percent accuracy within ten minutes over three consecutive days.

6.06.12 Given fifty bolts of five different sizes, the student will sort them into separate containers with 100 percent accuracy but within no specific time frame.
  6.06.121 Given fifty bolts of five different sizes, the student will sort them into separate containers with 100 percent accuracy but within no specific time frame.

6.06.122 Given fifty bolts of five different sizes, the student will sort them into separate containers with 100 percent accuracy within twenty minutes.

6.06.123 Given fifty bolts of five different sizes, the student will sort them into separate containers with 100 percent accuracy within fifteen minutes.

6.06.124 Given fifty bolts of five different sizes, the student will sort them into separate containers with 100 percent accuracy within ten minutes.

6.06.125 Given fifty bolts of five different sizes, the student will sort them into separate containers with 100 percent accuracy within five minutes over three consecutive days.

6.06.2 STIO: Given a job task, the student will perform the task repeatedly for one hour at a reasonably steady rate of speed.

6.06.21 Given a stack of combs and five small boxes which can hold 25 combs each, the student will fill all five boxes with combs in a 25-minute period.

6.06.211 The student with supervision will count out 25 combs with 100 percent accuracy but within no specific time frame.

6.06.212 The student with no direct supervision will count out 25 combs with 100 percent accuracy but within no specific time frame.

6.06.213 The student will count out 25 combs and place them in a small box within a 10-minute period.

6.06.214 Given a stack of combs and five small boxes which can hold 25 combs each, the student will fill the boxes accurately within a 40-minute period.

6.06.215 Given a stack of combs and five small boxes which can hold 25 combs each, the student will fill the boxes accurately within a 25-minute period over three consecutive days.

6.06.22 Given a stack of multi-colored combs and three small boxes which can hold 25 combs each, the student will sort and fill the boxes with combs according to color within a 25-minute period of time when distractions are present.

6.06.221 Given a stack of multi-colored combs and a room without distractions, the student will fill a small box with specific color combs but within no specific time frame.

6.06.222 Given a stack of multi-colored combs and a room with distractions, the student will fill a small box with specific color combs but within no specific time frame.

6.06.223 Given a stack of multi-colored combs and a room with distractions, the student will fill a small box with specific color combs within fifteen minutes.

6.06.224 Given a stack of multi-colored combs and three small boxes, the student will fill the boxes with specific color combs and in a 35-minute period with 100 percent accuracy.

6.06.225 Given a stack of multi-colored combs and three small boxes, the student will fill the boxes with specific color combs in a 25-minute period with 100 percent accuracy over three consecutive days.

6. EMPLOYABILITY SKILL: Pace

6.07 LEVEL OF PERFORMANCE: Moderate Pace

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ANNUAL GOAL: The student will work at a methodical and reasonably rapid rate of speed.

6.07.1 STIO: Given a job task, the student will stay in the work area, and on task, and work at a methodical and reasonable rate of speed.

  6.07.11 Given an outlined job task activity, the student will stay on task with or without supervision. (Teacher should check for a moderate rate in production corresponding to the rate one should attain to maintain a job.)

    6.07.111 The student will collect all necessary tools and materials to do the task (nuts, washers, belts, plastic bags, and staplers).
    6.07.112 The student will complete the first step with supervision.
    6.07.113 The student will complete the second step both with little supervision.
    6.07.114 The student will complete the second step without supervision.
    6.07.115 The student will put away all tools and materials used (e.g., nuts, bolts, washers, plastic bags, and staples).

  6.07.12 Given an outlined job task activity, the student will stay in the work area, even if he has to stop because of difficulties when the supervisor is away, and will complete the task at a moderate rate.

    6.07.121 The student will collect all necessary tools and materials to do the task (e.g., the nuts, bolts, washers, plastic bags, and staplers).
    6.07.122 The student will complete the first activity (e.g. sort out three nuts, three bolts, and three washers), and stay in the work area even if difficulties occur.
    6.07.123 The student will complete the second activity (e.g., placing three nuts, three bolts, and three washers in a plastic bag), and stay in work area even if difficulties occur.
    6.07.124 The student will complete the third activity (e.g., folding the plastic bag and putting a staple in the end of the bag), and stay in the work area even if difficulties occur.
    6.07.125 The student will put away all tools and materials used in the activity.

6.07.2 STIO: Given a specific job to complete on a continuing basis, the student will work at a medium rate of speed corresponding to the rate one should attain to maintain a job.

  6.07.21 Given a kitchen setting and 25 pieces of silverware to sort and put away, the student will work on task at a consistent, medium rate of speed, corresponding to the rate one should attain to maintain a job and complete the task.

    6.07.211 Given 20 pieces of silverware to sort into piles of knives, forks, and spoons, the student will complete the task at a medium rate of speed under supervision.
    6.07.212 Given 20 pieces of silverware, the student will sort the silverware at a medium rate of speed without supervision.
    6.07.213 The student will place fifteen pieces of silverware in drawer compartments under supervision.

6.07.214 Given 15 pieces of silverware, the student will place the silverware in a drawer without supervision and at a moderate rate of speed.
6.07.215 Given a kitchen setting and 25 pieces of silverware to sort and put away, the student will complete the task at a moderate rate of speed and without supervision.

6.07.22 Given ten cans to empty into a movable cart, the student will work a a medium rate of speed, corresponding to the rate one should attain to maintain a job, and will stay on task until the job is complete.
6.07.221 Given one trash can to empty into a movable cart, the student will lift and pour all contents of the can in the cart under supervision.
6.07.222 Given three trash cans to empty into a cart, the student will work on task at a medium rate of speed until the job is completed under supervision.
6.07.223 Given three trash cans to empty into a movable cart, the student will work on the task at a medium rate of speed and complete the task without supervision.
6.07.224 Given five trash cans to empty into a movable cart, the student will work at the task at a medium rate of speed until the task is completed.
6.07.225 Given ten trash cans to empty into a movable cart, the student will work on task until completed and at a medium rate of speed.

6. EMPLOYABILITY SKILL: Pace

6.08 LEVEL OF PERFORMANCE: Systematic

ANNUAL GOAL: The student will work at a consistent rapid pace.

6.08.1 STIO: Given a specific task, the student will develop a concept of job timing.

6.08.11 Given the task of washing a car in a school-sponsored car wash, the student will understand that he must work at a consistent rate of speed in order to finish in a reasonable amount of time.
6.08.111 The student will listen to an explanation from the teacher about finishing a job task in a reasonable amount of time.
6.08.112 The student will wash and rinse a practice car with teacher assistance within a reasonable amount of time.
6.08.113 The student will wash and rinse a practice car by himself/herself in a reasonable amount of time.
6.08.114 The student will work at a consistent rate of speed in order to wash and rinse two practice cars in a reasonable amount of time.
6.08.115 Given a three-hour school-sponsored car wash, the student will work at a consistent rate of speed in order to finish each car in a reasonable amount of time during the three hours.

6.08.12 Given the task of cleaning a bathroom, the student will understand that he/she must work at a consistent rate of speed in order not to close the restroom for a prolonged period of time.
  6.08.121 The student will listen while the teacher explains and demonstrates the task, stressing that the student must work at a consistent rate of speed in order not to close the restroom for a prolonged period.
  6.08.122 The student will state why the restroom cannot be closed for cleaning for a prolonged period of time during the school day.
  6.08.123 The student will perform the task at a consistent rate of speed with teacher assistance.
  6.08.124 The student will perform the task at a consistent rate of speed without teacher assistance.
  6.08.125 Given the task of cleaning the restroom, the student will perform the task at a consistent rate of speed in order not to close the restroom for a prolonged period of time.

6.08.2 STIO: Given a task with a deadline, the student will pace him/herself in order to allow sufficient time to complete the assignment on time.

6.08.21 Given homework that is due by a specific deadline, the student will pace him/herself in order to complete the assignment on time.
  6.08.211 The student will listen to the teacher explain the task and the due date.
  6.08.212 The student will give reasons why an assignment such as the one assigned will have to meet a specific deadline.
  6.08.213 The student will list some sacrifices possible on his/her part to complete the assignment.
  6.08.214 The student will complete the task on his/her own without supervision (e.g., make a survey, collect items, price out prices at various stores, etc.).
  6.08.215 The student will submit his/her assignment on time and explain the results to the class.

6.08.22 Given 200 envelopes to stuff with a three-hour deadline, the student will pace him/herself to allow sufficient time to complete the assignment on time.
  6.08.221 The student will listen to the teacher explain and demonstrate the task and due date.
  6.08.222 The student will give reasons why the task of stuffing envelopes has importance and why it should be completed at a certain date.
  6.08.223 The student will demonstrate a willingness to postpone other activities to meet a deadline and then relate these activities to the class.
  6.08.224 The student will complete the task on time.
  6.08.225 Given 200 envelopes to stuff in a three-hour period, the student will pace him/herself to allow sufficient time to finish the task on time.

6. EMPLOYABILITY SKILL: Pace

6.09 LEVEL OF PERFORMANCE: Steady

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ANNUAL GOAL: The student will be able to vary his/her rate of speed to meet the demands of the job and will be able to work at a high rate of speed if he/she needs to do so.

6.09.1 STIO: Given the task of performing a work sample, the student will perform the task in a methodical way.

6.09.11 Given components or parts for assembly, the student will assemble the parts in a given order.
6.09.111 The student will assemble spring and retainers, using rise, spring, and retainer components.
6.09.112 The student will assemble a wheel component, using a plastic axel and wheel.
6.09.113 The student will string beads on a string with five different-sized beads making up a pattern.
6.09.114 The student will assemble a bolt assembly, using a bolt, washer; and nut.
6.09.115 The student will weigh , package, and seal three components (i.e.,nails, screws, and rivets).

6.09.12 Given color coded materials, the students will assemble them in a pre-determined order by color.
6.09.121 The student will bag markers by color with at least four different colors and an eraser.
6.09.122 The student will string beads according to a color design with at least five colors in a pattern.
6.09.123 The student will assemble by color design, a felt and flannelboard with designated patterns.
6.09.124 The student will collate a color-coded assembly of masonite blocks.
6.09.125 The student will assemble a latch hook assembly and arrange the materials in a pre-determined color pattern.

6.09.2 STIO: Given the task of performing a work sample, the student will complete the task in a reasonable and rapid rate of speed.

6.09.21 Given components or parts for assembly, the student will assemble the parts reasonably rapid rate of speed.
6.09.211 The student will assemble a bolt assembly, using a bolt, washer, and nut, 20 percent faster after the first week with one-hour-per-day practice.
6.09.212 The student will assemble springs and retainers, using rice and springs and retainer components, and will gain a 20 percent improvement after a one-hour-per-day practice for one week.
6.09.213 The student will string beads 20 percent faster with one hour practice per day for one week.
6.09.214 The student will assemble the wheel component, using the plastic axel and wheel, 20 percent faster with one-hour-per-day practice over one week.

6.09.215 The student will weigh, package, and seal three components, namely, nails , screws, and rings, 20 percent faster after the first week with one-hour-per-day practice.

6.09.22 Given color-coded materials, the student will assemble them in a pre-determined order by color at a reasonably rapid rate of speed.
- 6.09.221 The student will bag markers according to a color code with at least five colors and an eraser and improve with a 20 percent faster rate, having practiced one hour per day for a week.
- 6.09.222 The student will string beads by color design with at least five colors in a pattern improve at a 20 percent faster rate with one week's practice at one hour per day.
- 6.09.223 The student will assemble a felt and flannel board by color design and improve at a 20 percent faster rate with one week's practice at one hour per day.
- 6.09.224 The student will collate a color-coded assembly of masonite samples and will improve at 20 percent faster rate with one-hour-per-day practice for one week.
- 6.09.225 The student will perform a latch hook assembly by color pattern and will improve on a three-colored design by 20 percent with one-hour-per-day practice for one week.

6. EMPLOYABILITY SKILL: Pace

6.10 LEVEL OF PERFORMANCE: Adept

ANNUAL GOAL: The student will perform assigned tasks at a sufficiently consistent and rapid pace to make him/her employable.

6.10.1 STIO: Given a job task to perform in ceramics, the student will work on the task at a very consistent and rapid pace until the task is completed.

6.10.11 Given a job which required the task of cleaning give greenware pieces, the student will complete the sequential task outline within fifteen minutes.
- 6.10.111 The student will first gather the needed materials.
- 6.10.112 The student will next go to the work area.
- 6.10.113 The student will then work on each piece until the task is completed.
- 6.10.114 The student will take the completed work to the teacher for approval.
- 6.10.115 The student will finally begin the task again on his own initiative until he/she is able to complete the task within fifteen minutes.

6.10.12 Given five ceramic pieces, the student will put the first undercoat of paint on the materials in twenty minutes in a given sequence.
- 6.10.121 The student will first gather the materials.
- 6.10.122 The student will prepare the work area.
- 6.10.123 The student will check the ceramic pieces for imperfections.
- 6.10.124 The student will work on each piece until the task is completed.
- 6.10.125 The student will finally show the work to the teacher for approval within twenty minutes from the time the task was begun.

6.10.2 STIO: Given the necessary materials to construct and paint a picnic table, the student will do so at a consistent and rapid pace until the task is completed.

- 6.10.21 Given the task of constructing a picnic table, the student will do so at a consistent and rapid pace until the task is completed.
    - 6.10.211 The student will gather materials and tools.
    - 6.10.212 The student will check materials for defects.
    - 6.10.213 The student will arrange wood to be assembled.
    - 6.10.214 The student will assemble the table by nailing materials together and using bolts in desired areas.
    - 6.10.215 The student will sand and prepare the table for finishing.

- 6.10.22 Given the task of painting a picnic table, the student will do so at a consistent and rapid pace.
    - 6.10.221 The student will gather materials.
    - 6.10.222 The student will prepare the table for painting.
    - 6.10.223 The student will prepare paint.
    - 6.10.224 The student will paint the table.
    - 6.10.225 The student will ask the opinion of another person about the kind of job performed.

NOTES:

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7. EMPLOYABILITY SKILL: Attendance

7.01 LEVEL OF PERFORMANCE: Always Absent

ANNUAL GOAL: The student will be present from 20% to 60% of the time but will usually not have valid reasons for his/her absences.

7.01.1 STIO: When there is a student who is not ill but is never in attendance when scheduled to be, the student and his/her parents will be notified by the school and steps taken to get him/her back in class.

7.01.11 Receiving the notification from school authorities, the student and parents will attend the appointed conference with the school counselor to identify the problem area.
7.01.111 The student will identify his/her sleep pattern, rising time, morning dressing and grooming habits, breakfast routine for counselor.
7.01.112 The student will explain to the counselor his/her transportation arrangements to and from school as provided by parents or school system.
7.01.113 The student will discuss with counselor his/her class schedule, teachers, subjects, homework, and grades.
7.01.114 The student will identify his/her friends, types of peer relations, and social activities in the school.
7.01.115 The student will list for the counselor the values he/she sees in going to school, in reference to the student's future plans.

7.01.12 When the counselor, parents, and student have identified the problem area, all parties will agree to the necessary steps to be taken to correct the attendance record.
7.01.121 The student will secure six-eight hours sleep, rise in sufficient time to dress and have breakfast before coming to school.
7.01.122 The student will decide upon an approved (by counselor and parents) transportation means and route to and from school.
7.01.123 The student will agree to a revised class schedule to meet his/her individual needs, such as attending only one or two periods per day in the beginning.
7.01.124 The student will agree to try at least one new school activity involving meeting at least one new friend.
7.01.125 The student will identify a future vocation for which he/she will prepare by attending class.

7.01.2 STIO: Given a student never in attendance, a team of educators directly involved with the student will develop a behavior modification plan and necessary resources to encourage attendance.

7.01.21 Given a reward system based upon a behavior modification plan involving the student and teacher, the student will respond by attending a class.

7.01.211 The student and teacher will identify the reward the student is willing to work toward. (e.g., going to gym for 30 minutes of free play; 40 minutes of free art period; being messenger on Friday.)

7.01.212 The student and teacher will establish in writing the total plan, including goal, rules, and point system to be used.

7.01.213 The student and teacher will construct a daily attendance chart for record keeping purposes (to be kept private between the teacher and student).

7.01.214 At the end of each class/day, the student and teacher will mark the attendance chart and discuss the student's progres toward his/her goal.

7.01.215 When the student achieves the agreed upon goal, he/she receives the reward and positive reinforcement from the teacher.

7.01.22 Given a reward system based upon a behavior modification plan, the student and teacher will revise the plan at intervals as needed to ensure improvement in attendance.

7.01.221 The student will demonstrate successful achievement of goal for a period of time. (He/she attends at least one class per day for a period of at least one week, receiving reward and praise.)

7.01.222 The student and teacher will decide upon a change in reward in return for an increase in attendance pattern, such as two classes per day.

7.01.223 The student, parents and counselor plus teachers will meet weekly or regularly to discuss the student's progress, needs, and to provide positive reinforcement.

7.01.224 The student will be provided peer tutors to aid with assignments, meeting friends, and taking part in school activities.

7.01.225 The student will receive help with assignments from remedial teachers and/or tutors; and special needs will be met through oral tests, tape recordings, etc.

7. EMPLOYABILITY SKILL: Attendance

7.02 LEVEL OF PERFORMANCE: Not Reliable

ANNUAL GOAL: **The student will be present from 20% to 60% of the time, but he/she will usually have valid reasons (e.g. health or family problems) for the absences.**

7.02.1 STIO: Given a student seldom present in school due to either truancy or sickness, the student and his/her parents will be notified by the proper school authorities concerning his/her repeated absences.

7.02.11 Given a student seldom present in school, due to truancy, the student will be made aware that his/her parents will be notified.

7.02.111 The student will become familiar with his/her own personal attendance chart.

7.02.112 The student will be shown how to sign in each morning on his/her attendance chart.

7.02.113 The student will practice activities, allowing him/her to record his/her attendance in the appropriate manner.
7.02.114 The student will listen to the teacher explain that when he/she is frequently absent from school and not able to record his/her attendance, his/her parents will be notified.
7.02.115 With the use of a tele-trainer, the teacher and student will role play phone calls to the student's parents explaining that the student is having an attendance problem.

7.02.12 Given a student seldom in school due to truancy, the student will be made aware that he/she will be marked truant.
7.02.121 Through discussions, the student will explain the difference between being absent and being truant.
7.02.122 The student will give examples of legitimate absences.
7.02.123 The student will give examples of truancy.
7.02.124 The student will discuss reasons why good attendance records at school are necessary to obtain future employment.
7.02.125 On a prepared attendance chart, the student will keep his/her own personal record of days present, days absent, and days truant.

7.02.2 STIO: Given a student who is seldom present in school, the student will be aware of school procedures on his/her behalf.

7.02.21 Given a student seldom present in school, due to illness, the student will be made aware that his/her parents will be notified.

7.02.211 The student will become familiar with his/her own personal attendance record or chart.
7.02.212 The student will be shown how to sign in each morning on his/her attendance chart.
7.02.213 The student will discuss with the teacher and listen to the teacher explain that when he/she is frequently absent, and not able to record his attendance, the student's parents will be notified.
7.02.214 The student will be introduced to the home instructor and talk about take-home work.
7.02.215 The parents will be introduced to the home instructor and arrangements will be made for the student to have home instruction or take-home work.

7.02.22 Given a student seldom present in school due to illness, the student will be made aware that a doctor's excuse will be necessary to receive an excused absence.
7.02.221 The student will discuss various illnesses that may keep a student or teacher from attending school.
7.02.222 The student will discuss various minor illnesses where a student could still attend school.

7.02.223 The student will discuss and explain how to obtain a doctor's excuse.
7.02.224 The student will discuss reasons why a good attendance at school is necessary to obtain future employment.
7.02.225 On a prepared attendance chart, the student will keep his/her own personal record of days present, days absent, and days truant.

7. EMPLOYABILITY SKILL: Attendance

7.03 LEVEL OF PERFORMANCE: Usually Absent

ANNUAL GOAL: The student will be present from 60% to 80% of the time but will seldom have valid reasons for absences.

7.03.1 STIO: Given a student absent most of the time due to either truancy or illness, the student and his/her parents will be notified by the proper school authorities concerning his/her frequent absences.
  7.03.11 Given a student absent from 50-75 percent of the time, due to truancy, the student and his parents will be notified and referred to the school counselor or truant officer.
    7.03.111 Given a student absent due to truancy, the parents and student will be contacted by the teacher or principal/ superintendent.
    7.03.112 The student and teacher will engage in a discussion about good school attendance with the student giving positive contributions.
    7.03.113 The student and teacher will role play a phone conversation with the parents.
    7.03.114 When student absenteeism continues over a period of time, a parent conference will be set up with the teacher, principal, and other appropriate staff.
    7.03.115 When student absenteeism still continues, the case will be handed over to the school counselor or truant officer.

  7.03.12 Given a student absent from 50-70 percent of the time due to illness or injury, the student and his/her parents will be notified by the proper school authorities concerning take-home work and tutoring services available.
    7.03.121 Given a student absent due to illness or injury, the parents and student will be notified by proper authorities.
    7.03.122 The teacher will supply appropriate take-home work to the student and parents.
    7.03.123 The student will be informed by the proper school authorities of the availability of tutoring services.
    7.03.124 The student and parents will meet the home instructor.
    7.03.125 The student and parents will be contacted by the director of pupil services.

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7.03.2 STIO: Given discussion between the student and teacher over continued absenteeism, the student will understand the short-term and long-term consequences of absenteeism.

- 7.03.21 In a discussion over continued absenteeism, the teacher will explain the short-term consequences of absenteeism to the student.
    - 7.03.211 The teacher will discuss with the student his/her need for make-up work.
    - 7.03.212 The teacher will discuss with the student the current school activities that are missed through continual absenteeism. (social events, sports, field trips,etc.)
    - 7.03.213 The teacher will discuss with the student any family problems created by the absenteeism.
    - 7.03.214 The teacher will discuss possible consequences of a visit by the truant officer or other official.
    - 7.03.215 The student will know that the teacher will inform the proper school officials and his/her parents about continued absenteeism.

- 7.03.22 In a discussion over continued absenteeism, the teacher will explain the long-term consequences involved if absenteeism continues.
    - 7.03.221 The teacher will discuss with the student the consequences of not moving along with his/her peers and missing grades.
    - 7.03.222 The teacher will explain the consequences that a poor school record may have in finding a job later on.
    - 7.03.223 The teacher will discuss the necessary skills required for employment that need to be learned in school.(reading skills, writing skills, socialization, etc.)
    - 7.03.224 The teacher will discuss with the student the consequences of being older when finished with school.
    - 7.03.225 The student and parents will discuss 1-4 above.

7. EMPLOYABILITY SKILL: Attendance

7.04 LEVEL OF PERFORMANCE: Frequently Absent

ANNUAL GOAL: The student will be present from 80% to 90% of the time and will often have valid reasons for absences, but he/she will usually not notify the employer of the impending absence.

7.04.1 STIO: Given a student absent repeatedly at the same time, the parents and/or student will be notified and asked to meet with the proper school authorities concerning the absences.

- 7.04.11 Given a student absent repeatedly at the same time of day, the student will be called in for a conference.
    - 7.04.111 The student will discuss the consequences with the teacher.

7.04.112 The student will discuss the consequences with the attendance officer and the assistant principal.
7.04.113 The student will discuss the consequences with the assistant principal and the guidance counselor.
7.04.114 The student will discuss the consequences with the guidance counselor and the principal.
7.04.115 The student will discuss the consequences with the principal and the juvenile court.

7.04.12 Given a student repeatedly absent at the same time of day, the parents will be called in for a conference.
7.04.121 The student and parents will discuss the consequences with the teacher and the attendance officer.
7.04.122 The student and parents will discuss the consequences with the attendance officer and the assistant principal.
7.04.123 The student and parents will discuss the consequences with the assistant principal and the guidance counselor.
7.04.124 The student and parents will discuss the consequences with the guidance counselor and the principal.
7.04.125 The student and parents will discuss the consequences with the principal and the juvenile court.

7.04.2 STIO: Given a student absent repeatedly on the same day, the parents and/or student will be notified and asked to meet with the proper school authorities concerning the absences.

7.04.21 Given a student absent repeatedly on the same day of the week, the student will be called in for a conference.
7.04.211 The student will discuss the consequences with the teacher and the attendance officer.
7.04.212 The student will discuss the consequences with the attendance officer and the assistant principal.
7.04.213 The student will discuss the consequences with the assistant principal and the guidance counselor.
7.04.214 The student will discuss the consequences with the guidance counselor and the principal.
7.04.215 The student will discuss the consequences with the principal and the juvenile court.

7.04.22 Given a student absent repeatedly on the same day of the week, the parents will be called in for a conference.
7.04.221 The student and parents will discuss the consequences with the teacher and the attendance officer.

7.04.222 The student and parents will discuss the consequences with the attendance officer.
7.04.223 The student and parents will discuss the consequences with the assistant principal.
7.04.224 The student and parents will discuss the consequences with the guidance counselor.
7.04.225 The student and parents will discuss the consequences with the principal.

7. EMPLOYABILITY SKILL: Attendance

7.05 PERFORMANCE LEVEL: Inconsistent

ANNUAL GOAL: The student will be present from 90% to 95% of the time and will usually not have valid reasons for his/her absences.

7.05.1 STIO: Given a student who is absent but at no certain time or day, the student will be called in for a conference with the classroom teacher to discuss why the absences occur and what disciplinary actions may be taken if the student continues to be truant.

7.05.11 Given a student who is called in for a conference with a teacher, the student will be able to verbalize the consequences of his/her continued truancy.
7.05.111 The student will be able to list at least three consequences of being truant, such as making up class work, staying after school, and/or failing the course.
7.05.112 The student will be able to list legal aspects of school attendance, such as, total number of days of attendance required to be eligible to pass in a grading period and student age limits in compulsory attendance in school.
7.05.113 The student and teacher will discuss relationship of truancy and job responsibilities, such as, importance of being on the job on time and of being a reliable worker.
7.05.114 The student will be able to name at least two effects of his/her truancy, such as, the loss of trust of parents and teachers and the waste of valuable time.
7.05.115 The student and teacher will role play a phone call to the parents.

7.05.12 Given a student who is called in for a conference with a teacher, the student will verbalize his/her reasons for his/her truancy.
7.05.121 The student and teacher will discuss possible social reasons for not attending school, such as peer pressure and lack of family support.
7.05.122 The student and teacher will discuss various school-related reasons for the truancy, such as, teacher/student personality clashes and undue academic demands.

7.05.123 The student will list at least two ways he will analyze the truancy problem and determine a positive change, such as avoiding those who influence truancy and seeking all available resources necessary to attend school.
7.05.124 The teacher and student will list the school-related problems and determine agreeable solutions, such as realistic assignments, adjusted scheduling and counseling for better understanding of school requirements.
7.05.125 The student will list home-related problems if any and seek solutions.

7.05.2 STIO: When the student is absent without pattern, the student will report such absence after a teacher conference about the problem.

7.05.21 When a student has a valid excuse about his absence, the student will notify proper personnel after a teacher conference informing him/her on how to report such absences.
7.05.211 The student will determine if problem definitely requires him/her to be absent or late, such as, a flat tire or sudden illness.
7.05.212 The student will find phone number of school or employer by using phone book personal note, or dialing directory assistance.
7.05.213 The student will understand that employer and supervisor must be notified as early as possible and definitely before work starting time.
7.05.214 The student will give a simple explanation of why he will not be present. (e.g., automobile problem and will arrive as soon as possible or accident and will not arrive at all)
7.05.215 The student initiates the entire notification sequence without prompting from others.

7.05.22 When a student has reason to be absent, the student will discuss with the teacher possible ways of handling the problem.
7.05.221 Given an example of a sudden short-term illness, the student will be able to verbalize what he would do to notify his employer. (e.g., call immediately or have a parent call)
7.05.222 Given an example such as an auto breakdown, the student will verbalize the steps to take. (e.g., locate a phone, get the number, call and explain the situation)
7.05.223 Given an example of possible long-term illness, the student will explain the situation and make arrangements to notify employer when he will return to work.
7.05.224 Given an example of returning to work, the student will be able to verbalize when he/she can start employment again.
7.05.225 Given several examples, the student will be able to exercise limited judgment in selecting valid reasons for not attending work.

7. EMPLOYABILITY SKILL: Attendance

7.06 LEVEL OF PERFORMANCE: Absent with Question

ANNUAL GOAL: The student will be present from 90% to 95% of the time, but he/she will always have valid reasons for the absences.

7.06.1 STIO: Given a student who is often absent with no valid excuse, the student will be able to distinguish between valid and invalid excuses in both the school and job situations.

- 7.06.11 Given a list of valid and invalid excuses, the student will be able to tell the teacher that valid excuses include sickness, injury, doctor and dentist appointments, and a death in the family.
  - 7.06.111 The student will give meaning of valid excuses (with reason, necessary).
  - 7.06.112 The student will name two reasons why it is necessary to provide employer with valid excuses: to prevent absenteeism, to complete tasks.
  - 7.06.113 The student will name two reasons why an employer can permit valid excuses: employee rights, emergencies.
  - 7.06.114 The student will define two reasons why he/she should provide an employer with valid excuses: loyalty to employer, respect for job.
  - 7.06.115 The student will give meaning of valid excuses, and at least five valid reasons for being absent. (e.g., sickness, injury, etc.)
- 7.06.12 Given a list of valid and invalid excuses, the student will be able to tell the teacher that not feeling like going to work is an invalid excuse.
  - 7.06.121 The student will give meaning of invalid excuses (unnecessary, without permission).
  - 7.06.122 The student will name two reasons why he/she cannot provide employer with invalid excuses: loss of job, employer's rights.
  - 7.06.123 The student will name at least two consequences if he/she continues to provide employer with invalid excuses: loss of job, falling behind on tasks.
  - 7.06.124 The student will name two reasons why employer will not accept invalid excuses: other man may want to work, employer must produce product.
  - 7.06.125 From a list of invalid excuses, the student will name at least five invalid excuses and why they are not acceptable. (e.g., sleeping - responsible to employer for reporting to work on time, shopping - to be done on days off)

7.06.2 STIO: The student will become reliable and punctual by arranging for in-school activities on schedule.

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7.06.21 The student will demonstrate his/her reliability by arriving at an activity at a specified time, with supervisor or teacher assistance.

- 7.06.211 The student will arrive at all classes on time. (e.g., study hall, opening exercises)
- 7.06.212 The student will leave class at an appropriate time for a specific activity. (e.g., gym, art)
- 7.06.213 The student will begin a specific classroom assignment on time. (e.g., washing board, cleaning erasers)
- 7.06.214 The student will demonstrate his/her reliability by delivering messages to designated school personnel. (e.g., teachers, custodians)
- 7.06.215 The student will demonstrate his/her reliability by completing an assignment on time to the satisfaction of the teacher. (e.g., room clean-up at 3:00 p.m.; reporting to custodian on time)
- 7.06.216 The student will discuss with teacher why employers like punctuality.

7.06.22 The student will demonstrate his/her reliability by arriving at an activity at a specified time, independently.

- 7.06.221 The student will arrive at all classes on time without assistance. (e.g., classes and special activities)
- 7.06.222 The student will leave classroom at an appropriate time for a specific activity without assistance. (e.g., gym, recess)
- 7.06.223 The student will independently begin an assigned room task on time. (e.g., washing boards, shelving books)
- 7.06.224 The student will independently deliver letters/messages to school personnel. (e.g., librarian, office)
- 7.06.225 The student will demonstrate his/her reliability by independently completing an assignment on time to the satisfaction of the teacher. (e.g., room clean-up; reporting to in-school activity)

7. EMPLOYABILITY SKILL: Attendance

7.07 LEVEL OF PERFORMANCE: Absent With Reason

ANNUAL GOAL: The student will be present over 95% of the time, but he/she occasionally will not have a valid reason for an absence.

7.07.1 STIO: When a student is absent, he/she will bring a note from home explaining the absence.

7.07.11 The student will be able to write or tell what information is needed on an excuse slip, including names, dates of absences, reason for absences, and parent's signature.
- 7.07.111 The student will practice writing the following information needed on an excuse slip: name of student.
- 7.07.112 The student will practice writing the following information needed on an excuse slip: date of absence.
- 7.07.113 The student will practice writing the following information needed on an excuse slip: reason for absence.
- 7.07.114 The student will practice obtaining the following information needed on an excuse slip: parent's signature.
- 7.07.115 The student will be able to list all the necessary information needed on an excuse slip: student's name, date of absence, reason for absence, parent's signature.

7.07.12 When a student is absent, he/she will remind his/her parents or guardian to send an excuse slip to school with the proper information on it.
- 7.07.121 The student will discuss why it is necessary to bring in an excuse slip after missing school.
- 7.07.122 The student will discuss the consequences that could take place if an excuse slip is not brought in after missing school.
- 7.07.123 The student will role play reminding parents to write excuse slip.
- 7.07.124 The student will role play explaining to his/her parents the necessity of an excuse slip.
- 7.07.125 The student will indicate on his/her own attendance chart if an excuse slip was brought in after missing school.

7.07.2 STIO: Given an absence with reason, the student will be able to state the reasons for absence which would be acceptable to society.

7.07.21 The student will be able to explain why the following information is needed on an excuse slip: student's name, date of absence, reason for absence, and parent's signature.

7.07.211 The student will discuss why the following information is needed on an excuse slip: name of student.
7.07.212 The student will discuss why the following information is needed on an excuse slip: date of absence.
7.07.213 The student will discuss why the following information is needed on an excuse slip: reason for absence.
7.07.214 The student will discuss why the following information is needed on an excuse slip: parent's signature.
7.07.215 In a small group, the student will explain why the following information is necessary on an excuse slip: student's name, date of absence, reason for absence, parent's signature.

7.07.22 When a student is absent, the student will bring an excuse from his/her parent or guardian to school with the proper information on it and will be able to discuss the information.
7.07.221 The student will discuss why it is necessary for him/her to bring an excuse slip after missing school.
7.07.222 The student will discuss the consequences that could happen to him/her if an excuse slip was not brought in after missing school.
7.07.223 The student will role play bringing excuse slips to school and following proper procedures after student has missed school.
7.07.224 The student will role play the consequences to students who do not bring in an excuse slip or do not follow proper procedures.
7.07.225 The student will indicate on his/her own attendance chart if an excuse slip was brought in after missing school.

7. EMPLOYABILITY SKILL: Attendance

7.08 LEVEL OF PERFORMANCE: Seldom Absent

ANNUAL GOAL: The student will be present over 95% of the time and will always have a valid reason when he/she is absent.

7.08.1 STIO: Given a telephone trainer and directory, the student will locate his/her employer's number and successfully complete the call informing him/her that he/she will be absent.

7.08.11 Given a role-playing situation, the student will verbally construct the sequential procedure for calling the employer to inform him/her that he/she will be absent.
7.08.111 The student will demonstrate ability to use telephone by dialing a number previously given by the teacher. (e.g., holds phone properly, dials number correctly.)

7.08.112 The student knows the importance of having or knowing how to locate the employer's number. (e.g., directory, note in wallet or purse)

7.08.113 The student will give a valid excuse for being absent. (e.g., illness, injury)

7.08.114 The student will state two reasons why he/she should tell the employer when he/she will report back to work after being absent for a time. (e.g., replacement, courtesy)

7.08.115 The student will demonstrate the necesarry procedures for reporting off work by dialing (on tele-trainer) employer's number, giving valid reason to the satisfaction of the teacher. (e.g., uses phone properly, knows number, valid excuse - illness or injury)

7.08.12 Using a tele-trainer, the student will give reasons why it is important to call the employer when he/she intends to be absent.

7.08.121 The student tells how to use the phone. (e.g., holds phone properly, dials accurately)

7.08.122 When asked, the student will give two reasons why it is an employer's right to be informed, when reporting off work. (e.g., replacement, planning schedule)

7.08.123 The student will tell how to locate employer's number. (e.g., directory, friend/wallet/purse)

7.08.124 The student will give two reasons for valid excuse. (e.g., emergency/injury)

7.08.125 When asked, the student will give necessary procedures and reasons why he/she should contact an employer to report off work. (e.g., courtesy, replacement)

7.08.2 STIO: The student when asked will describe appropriate reasons for absence and why workers should notify employers well in advance of absenteeism.

7.08.21 Given a list of working personnel within a school setting, the student will describe one responsibility of each worker and why he/she should notify his/her employer of his/her absence a few days in advance.

7.08.211 The student will describe the custodian as being responsible for cleanliness of school building and that he/she should notify his/her employer so that another custodian could be scheduled.

7.08.212 The student will describe the teacher as being responsible for teaching students, and that the teacher should notify the employer so that a substitute teacher could be hired.

7.08.213 The student will describe the bus driver as being responsible for the students on his/her route, and that he/she should notify his/her employer so that another driver could be assigned to pick up students.

7.08.214 The student will describe the school nurse as being responsible for health care of students, and that he/she should notify his/her employer so that another nurse could be arranged for or call parents.

7.08.215 The student will describe the coach as being responsible for the school teams, and that he/she should notify his/her employer so that games could be rescheduled.

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7.08.22 Given a student who plans to be absent, the student will give reasons for notifying his/her employer a few days in advance, with an excusable absence.
- 7.08.221 When asked, the student will give three valid reasons for reporting off work. (e.g., illness, injury, funeral)
- 7.08.222 When asked, the student will describe why he/she should not attend work when ill. (e.g., worker's safety, product quality and performance is limited)
- 7.08.223 When asked, the student will name three acceptable places to be when not at work. (e.g., home, hospital, dentist)
- 7.08.224 The student will describe two positive effects for himself/herself and his/her employer when reporting off work in advance. (e.g., employer knows worker is concerned for his/her job, employer knows worker is concerned for success of employer's business)
- 7.08.225 The student will describe to the satisfaction of the teacher two reasons why employer should be notified in advance. (e.g., sufficient time to schedule another worker, employer can accurately re-arrange or plan for his/her schedule)

7. EMPLOYABILITY SKILL: Attendance

7.09 LEVEL OF PERFORMANCE: Reliable

ANNUAL GOAL: The student will be in attendance 100% of the time.

7.09.1 STIO: Given a reliable student wanting to take time off during the work day, the student will learn to distinguish what excuses for time off are considered valid.

7.09.11 Given a list of excuses for a student taking time off during the work day, the student will be able to distinguish the valid from the invalid excuses.
- 7.09.111 The student will view a film/filmstrip on valid excuses for absence during a work day, followed by a discussion.
- 7.09.112 The student and teacher will make two charts--one of valid excuses and one of invalid excuses.
- 7.09.113 The teacher will give an excuse for absence, and the student will decide if it is valid or invalid.
- 7.09.114 The student will role play an employee giving an employer an excuse for absence, and the class will decide if it is valid or invalid.
- 7.09.115 The student and a local employer will meet and discuss excused absences during a work day.

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7.09.12 Given a reliable student having a doctor or dentist appointment during a work day, the student will learn to request time off from his employer at least two days in advance.
  - 7.09.121 The student will discuss the best time of the work day to make a doctor's appointment if it can't be during off hours - (overlap starting time, lunch, or end of day).
  - 7.09.122 The student will state three reasons why his/her employer needs advance notice of an absence.
  - 7.09.123 The student will view a film/filmstrip on the proper way to ask an employer for release time.
  - 7.09.124 The student will request an appointment with his/her employer to discuss released time.
  - 7.09.125 The student will role play asking his/her employer for ~~re~~lease time to keep a doctor's appointment.

7.09.2 STIO: Given a reliable student feeling too ill to work a day or two, the student will learn to distinguish which illnesses are considered valid excuses for not working.

7.09.21 Given a list of illnesses (symptoms) for a student not reporting to work, the student will be able to distinguish the valid from the invalid illnesses (symptoms).
  - 7.09.211 The student will view a film/filmstrip on symptoms of illnesses, followed by a discussion.
  - 7.09.212 The student will state normal body temperature.
  - 7.09.213 The student will take his/her own temperature.
  - 7.09.214 A nurse will visit the classroom to discuss symptoms of illness.
  - 7.09.215 The student and teacher will make a chart of symptoms which may result in illness.
  - 7.09.216 The student will role play a person with a symptom of illness, and the class will decide if the worker has a valid or invalid reason to stay home from work.

7.09.22 Given a simulation situation of a student becoming ill at work, the student will learn how to request permission to leave.
  - 7.09.221 The student will discuss other reasons a worker might feel ill at work besides physical illness.
  - 7.09.222 The teacher will describe symptoms, and the student will decide if they are valid symptoms of physical illness.
  - 7.09.223 A nurse will visit the classroom to discuss with the students symptoms of physical illness.
  - 7.09.224 The student and teacher will make a chart of symptoms which may result in physycal illness.
  - 7.09.225 The student will role play a worker becoming ill at work and requesting permission to leave.

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7. EMPLOYABILITY SKILL: Attendance

7.10 LEVEL OF PERFORMANCE: Perfect Attendance

ANNUAL GOAL: The student will become reliable in attendance and punctuality sufficient to gain and hold employment in a given occupational field.

7.10.1 STIO: Given a student having a mild cold or a slight injury and knowing what his/her schedule for the day is, the student will decide whether he/she should stay home or go to work.

7.10.11 Given a role-play situation, the student, having a mild cold or a slight injury and having an important task to perform at work that day, will decide whether or not to go to work.
- 7.10.111 The student will list five mild illnesses and five serious illnesses.
- 7.10.112 The student will discuss with the class when it is important for someone to miss work.
- 7.10.113 The student will role play a situation in which he/she must miss work.
- 7.10.114 The student and teacher will role-play a situation that does not warrant missing work.
- 7.10.115 The student will view a video tape of #4 for class discussion.

7.10.12 Given a role-play situation, the student, having a mild cold and having an important job contract to finish that day, will go to work.
- 7.10.121 The student will discuss with the class why it would be important to go to work.
- 7.10.122 The student will read a story about a person who did attend work and was glad he/she did.
- 7.10.123 The student will talk to a foreman from a factory who comes to visit the class and discuss why it would be important for student to attend work.
- 7.10.124 In a role-play situation, the student will express why it is important to attend work.
- 7.10.125 The student will list reasons it would be bad for him/her to miss work because of a mild cold.

7.10.2 STIO: Given a student with a serious illness or injury and knowing what his/her schedule is for the day's work, the student will decide not to attend work and use correct procedures for calling in sick.

7.10.21 Given a role-play situation, the student having a serious illness will decide not to attend work and will do all procedures to inform the school of his absence.
- 7.10.211 The student will view film on common, yet serious illness.
- 7.10.212 The student will discuss with class methods of prevention of serious illness.
- 7.10.213 The student will discuss with a doctor who visits the class ways of detecting and preventing various illnesses.
- 7.10.214 The student will discuss with attendance person proper method for calling in sick.

7.10.215 The student will role play the situation of being too ill to attend school, using methods for contacting doctor and employer.

7.10.22 Given a role-play situation, the student having a serious injury will decide not to attend work and will do proper procedures to inform place of employment.

7.10.221 The student will view film on safety habits and accidents that occur on the job.
7.10.222 The student will discuss with factory nurse, who visits the class, preventative methods for decreasing shop accidents.
7.10.223 The student will discuss with the class various accidents which can occur while on the job.
7.10.224 The student will discuss proper procedures for calling in sick on job.
7.10.225 The student will view video tape of students role-playing calling in for time-off from the job due to vocational accident.

NOTES:

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8. EMPLOYABILITY SKILL: Timing

8.01 LEVEL OF PERFORMANCE: Unaware of Time

ANNUAL GOAL: The student will finish a task but will take too much time. He/she will be unaware that he/she has to speed up to be competitive.

8.01.1 STIO: Given simulated situations related to time, the student will become aware of time.

- 8.01.11 Given pictures of different activities, the student will identify concepts relating to time.
  - 8.01.111 Given a slide presentation showing morning activities, the student will say that getting up takes place in the morning.
  - 8.01.112 Given a situational example of eating breakfast, the student will say that this activity takes place in the morning.
  - 8.01.113 Given a selection of picture activities, the student will choose those activities that take place after school in the evening, like watching T.V., eating supper, etc.
  - 8.01.114 Given a selection of mealtime activities, the student will be able to tell which is breakfast, lunch, or dinner.
  - 8.01.115 Given a selection of activities that happen at night, the student will be able to relate bedtime to night activity.

- 8.01.12 Given situations relating to time terms, the student will recognize the terms and tell how they relate to time.
  - 8.01.121 Given a picture of someone getting up, the student will say that this is done in early morning.
  - 8.01.122 Given a filmstrip of eating lunch, the student will say that this is done at noon.
  - 8.01.123 Given a time to go to the restroom before lunch, the student will say the activity is before lunch.
  - 8.01.124 Given a situation of eating supper in the evening, the student will tell what follows.
  - 8.01.125 Given the situation of going to bed at night, the student will describe that time of day. (e.g. dark, quiet, etc.)

8.01.2 STIO: Given simulated activities related to the daytime, the student will become aware of time in terms of a day.

- 8.01.21 Given several different daytime concepts of time, the student will relate them to his/her own daily activities.
  - 8.01.211 Given a daytime activity of getting up, the student will identify the time of day as morning.
  - 8.01.212 Given a daytime activity of eating, the student will say this is breakfast, lunch, or dinner.
  - 8.01.213 Given a daytime activity of going home, the student will say this is late afternoon.

8.01.214 Given the time concept of watching T.V., the student will say this is an evening event.
8.01.215 Given a selection of four daily events, the student will state the correct period of the day for each activity.

8.01.22 Given several different daytime terms, the student will tell when the activities happen during the day.
8.01.221 Given a selection of four time terms, the student will tell when the daily activities occur during a day.
8.01.222 When shown pictures of activities that happen during the day, the student will connect them with a proper time period.
8.01.223 The student will choose activities from teacher-related examples which relate to a time of day, such as lunch, breakfast, evening.
8.01.224 Given a demonstration of an activity, the student will be able to tell the time period when the activity is done, i.e., getting up, going to bed, eating dinner, etc.
8.01.225 Given a filmstrip of daily activities to view, the student will state related time terms (daytime, noon, evening).

8. EMPLOYABILITY SKILL: Timing

8.02 LEVEL OF PERFORMANCE: Unrealistic Concept of Time

ANNUAL GOAL: The student will be aware of only broad concepts of time such as days and weeks, but is often confused, needing continual reminders about deadlines and close supervision to keep going.

8.01.1 STIO: Given a timer and an assignment, the student will complete the assignment within the time allotted.

8.02.11 Given a lesson to complete within a 20-minute time period, the student will finish the assignment on time.
8.02.111 The student will listen to and watch the teacher assign the lesson, place the timer on the desk, explain to student the purpose of timer, and set timer for desired time allotted.
8.02.112 The student will start the lesson.
8.02.113 When time is up, the student will hand in assignment immediately. (He/she is not permitted to continue work if assignment is not finished.)
8.02.114 The student will work on uncompleted work during free periods (recess, etc.).
8.02.115 The student will continue this process until he/she is able to complete lesson in allotted time.

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- 8.02.12 The student will return to his/her seat immediately at the end of any free time given within the class.
  - 8.02.121 The student will listen to and watch the teacher place timer on desk, explain reason for timer, and set timer for amount of time the free period is to last.
  - 8.02.122 When timer goes off, the student will return to work area 50 percent of the time.
  - 8.02.123 If student fails to do this, he/she will not be permitted free time for a given number of days.
  - 8.02.124 When the timer sounds, the student will return to his/her seat 75 percent of the time.
  - 8.02.125 When the timer sounds, the student will return to his/her seat 100 percent of the time.

8.02.2 STIO: The student will do a selected activity within a given amount of time.

- 8.02.21 Given a stop watch or timer, the student will time himself/herself on a given activity.
  - 8.02.211 The teacher will assign task.
  - 8.02.212 The teacher will show stop watch or timer.
  - 8.02.213 The teacher will instruct student on how to use stop watch.
  - 8.02.214 The student will start watch and immediately begin assignment.
  - 8.02.215 When task is finished, the student will stop the watch.
  - 8.02.216 The student will report amount of time it took to complete task.

- 8.02.22 Given the accompaniment on a piano, the student will move miniature animals around a magic square simulated game board to the time beat of the piano.
  - 8.02.221 The student will identify animals by naming them.
  - 8.02.222 The student will move and gesture to the beat of a slow moving song (e.g., "Old MacDonald Had A Farm.").
  - 8.02.223 The student will place animals in the barnyard square as the interlude of the song is played.
  - 8.02.224 The student will move out animals as they are called in the song.
  - 8.02.225 The student will repeat the task without assistance from the teacher.

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8. EMPLOYABILITY SKILL: Timing

8.03 LEVEL OF PERFORMANCE: Some Awareness of Time

ANNUAL GOAL: The student will know what it means to complete a task in one hour, one day, etc. He/she will know about time but won't seem to understand the importance of time in the work setting.

8.03.1 STIO: When provided with a work schedule, the student will be able to circle the day he/she is to report for work.

- 8.03.11 Given a clock with a second hand, the student will observe the passing of seconds as related to minutes.
  - 8.03.111 The student will observe the second hand rotating around a clock for one minute, for two minutes, and for three minutes.
  - 8.03.112 The student will compare the second-hand movement with that of the minute-hand movement for one-minute, two-minute, and three-minute intervals.
  - 8.03.113 The student will make a five-minute comparison of seconds to minutes by comparing movement of the second hand and the minute hand.
  - 8.03.114 The student will estimate the passing of five seconds by repeating, "One thousand one, one thousand two, one thousand three, one thousand four, one thousand five," while watching the second hand rotate.
  - 8.03.115 The student will estimate the passing of five seconds by closing his/her eyes and silently counting.
  - 8.03.116 The student will tap the table in even intervals which represent seconds.

- 8.03.12 Given a specific amount of time by day, date, and time, the student will work until signaled to stop.
  - 8.03.121 The student will fill out his/her complete daily schedule from rising to retiring. Day, date, and time will be indicated on a check sheet including all items on his/her schedule, such as arise, eat breakfast, catch bus, arrive at school, first class, etc.
  - 8.03.122 The student will check his/her own punctuality in relation to check sheet schedule.
  - 8.03.123 The student will set the timer for one minute, start transferring items (clips, clothespins, etc.) one at a time from one container to another, and stop when timer rings. (Total items will be counted.)
  - 8.03.124 The student will set the timer for two minutes, start transferring items one at a time from one container to another, and stop when timer rings. (Count total items and compare to other count.)
  - 8.03.125 The student will set a practice clock to match the classroom clock, walk a pre-timed route to another classroom, a job site, etc., and upon return to starting place, compare model clock to classroom clock, thereby computing his/her use of time and comparing it to that which should be used.

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8.03.2 STIO: Given time concepts related to work schedules, the student will be able to understand work time schedules.

8.03.21 Given the usual reasons for being late, the student will state ways to avoid or to help oneself in case of problems.

8.03.211 The student will state that having a dependable alarm clock is important to getting up on time.

8.03.212 The student will state that (1) planning ahead the clothing one will wear and (2) organizing home duties with time allotments are important to catching the bus and to arriving at school on time.

8.03.213 The student will state that if one does over sleep or is ill, the school or employer must be notified that the student will be late or will not attend.

8.03.214 The student will state that when absence is necessary from school or work for any reason, he/she must notify teacher or employer that he/she will not be attending.

8.03.215 The student will state that he/she must not be absent from school or work except for excusable reasons, such as illness or unexpected and unavoidable problems.

8.03.22 Given a school schedule and/or a work schedule, the student will work with a group to make up a timetable he must keep to always be on time.

8.03.221 The student will help decide the appropriate time for him/her to arise in the morning.

8.03.222 The student will state, in a group session, his/her reasons for being late to class/work.

8.03.223 The student will, with the group, agree on solutions to the problems causing lateness.

8.03.224 The student will work with another student in making up the timetable he/she should keep.

8.03.225 The student will compare his/her time card/table with other group members' time cards/tables.

8. EMPLOYABILITY SKILL: Timing

8.04 LEVEL OF PERFORMANCE: Awareness of Time

ANNUAL GOAL: The student will know that he/she has to complete certain tasks within certain time periods, but will need to be reminded frequently.

8.04.1 STIO: Given three tasks to be done during the school day, each with a specific time to be started, the student will begin each of the three tasks on time.

8.04.11 Given an assigned seat and the morning starting time, the student will be in his/her seat in the morning and ready for school at starting time.

8.04.111 The student will choose where he/she would like to sit.

8.04.112 The student will draw a picture of clock and write numerals for when he/she must be in his/her seat.

8.04.113 The student and the teacher will keep chart indicating whether or not the student got to his/her seat at appropriate time each day.

8.04.114 The class will discuss why it is important for student to follow rules.
8.04.115 The student will earn a 10-minute free time on Friday if he/she makes it to his/her seat each day at the correct time.

8.04.12 Given the information about proper use of break time, the student will report back from break (restroom and drink) within five minutes over five consecutive days.
8.04.121 The student will list restroom times and keep this taped on his/her desk.
8.04.122 The student and teacher will keep record of periods the student uses restroom and time it took.
8.04.123 The student and teacher will discuss progress student is making (daily).
8.04.124 The student will listen to a story on how important it is to return to his/her station at work on time.
8.04.125 The student will complete goal for five straight days. (Reward the student with 10 free time minutes after five correct days.)

8.04.2 STIO: Given five tasks to be done during the school day, each with specific time to be started, the student will do each of the five tasks on time.

8.04.21 Given the job of cleaning the restroom, the student will keep the area clean within the given time of 45 minutes. (e.g., 2:00 P.M. - 2:45 P.M.)
8.04.211 The student will list jobs that need to be done in the restroom.
8.04.212 The student will find all materials needed to clean restroom and place them in the classroom.
8.04.213 The student will have timer with him/her to know when time is up.
8.04.214 Using time clock (in classroom), the student will punch in and out each day for doing the job.
8.04.215 The student will discuss daily with teacher what tasks he/she performed while cleaning the restroom.

8.04.22 The student will be given a five-minute task to do for each hour (not in lunch or free time). He/she will do each job daily without reminders.
8.04.221 The teacher and student will make a list of jobs and times they should be done.
8.04.222 The student will make small picture clocks with different times he/she should perform each job.
8.04.223 The student will keep checklist of each job and record his/her time and task.
8.04.224 The teacher and student will discuss the checklist twice a day.
8.04.225 The student will receive a "chosen award" if he/she does each job at the right time for one week.

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8. EMPLOYABILITY SKILL: Timing

8.05 LEVEL OF PERFORMANCE: Some Awareness of Time Requirements

ANNUAL GOAL: The student will know that he/she has to be at certain places or do certain things in a timely fashion and he/she will meet requirements with moderate effort. The student will be aware of deadlines but will be inconsistent most of the time.

8.05.1 STIO: Given a reminder every five minutes, the student will attend to the task for fifteen minutes.

- 8.05.11 Given a reminder, the student will work toward completing a task of placing 60 pegs in pegboard within a time limit of fifteen minutes.
  - 8.05.111 When asked, the student will place 15 pegs in a pegboard in a three-minute time period, while being reminded to stay on task half-way through.
  - 8.05.112 When asked, the student will place 30 pegs in a pegboard within a time limit of 7½ minutes, while being reminded to stay on task every three minutes.
  - 8.05.113 The student will work consistently at any classroom assignment until the classroom buzzer rings, indicating a 15-minute period (to reinforce time concept of 15 minutes), while being reminded to stay on task every five minutes.
  - 8.05.114 When asked, the student and his/her group of three other students will sort color chips into proper containers for a 15-minute period for time-span awareness, while being reminded to stay on task half-way through.
  - 8.05.115 The student will set a practice clock from various starting times to show when a 15-minute time span would end. (e.g., show when 15 minutes would be up if starting at 12:15, 1:00, 2:20, etc.)
- 8.05.12 When asked, the student will clean work area in a 15-minute period after art class, while being reminded every five minutes to stay on task.
  - 8.05.121 The student will clean his/her own desk off after an art project within a five-minute period, while being reminded to stay on task every two minutes.
  - 8.05.122 The student will clean a class table off after an art project within a 10-minute period, while being reminded to stay on task every three minutes.
  - 8.05.123 The student will erase blackboards at end of day in a 10-minute period, while being reminded to stay on task every four minutes.
  - 8.05.124 Given six blackboard erasers, the student will go outside and dust them within a 10-minute period, while being reminded to stay on task every three minutes.
  - 8.05.125 The student will demonstrate an understanding of time concepts by being able to show a 15-minute time span on a practice clock.

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8.05.2 STIO: Given a reminder for completion of a task, the student will complete the task with moderate supervision within 20 minutes.

- 8.05.21 Given a reminder every five minutes, the student will, within 20 minutes, clean three sinks.
  - 8.05.211 When reminded of a two-minute time limit, the student will inspect three sinks, indicating on a chart whether the sinks are clean or dirty.
  - 8.05.212 The student will, within five minutes, demonstrate proper method of cleaning a sink, i.e., rinsing, scouring, rinsing.
  - 8.05.213 The student will work consistently on any classroom assignment until the classroom buzzer sounds, indicating a 20-minute period. (To reinforce the time concept of 20 minutes)
  - 8.05.214 When asked, the student will show a 20-minute time span on a practice clock. (e.g., if task begins at 2:15, the student will show 2:30 on practice clock)
  - 8.05.215 Given a mixture of 30 various-sized nuts and bolts, the student will correctly match the proper size nuts and bolts within a 20-minute period with five-minute-interval reminders.

- 8.05.22 When assigned a four-table section of the cafeteria, the student will remove any food or trash left on the tables, wipe them clean, sweep under the tables, and straighten the chairs within a 20-minute period with a reminder every five minutes.
  - 8.05.221 The student will clean a cafeteria table by removing the trash and wiping it clean within a five-minute period with two-minute-interval reminders.
  - 8.05.222 The student will move chairs away from the cafeteria table, sweep under and around it, dispose of trash collected, and then return chairs to the table within a five-minute period with two-minute-interval reminders.
  - 8.05.223 The student will clean two cafeteria tables, wipe them, sweep up trash under and around them, and straighten up the chairs within a 10-minute period with three-minute-interval reminders.
  - 8.05.224 The student will clean three cafeteria tables, wipe them, sweep up trash under and around them, and straighten up the chairs within a 15-minute period with five-minute-interval reminders.
  - 8.05.225 The student will display an understanding of various time concepts by setting a practice clock to show a time span as asked by the teacher. (e.g., show a 15-minute time span from 2:30; show a 20-minute time span from 12:00)

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8. EMPLOYABILITY SKILL: Timing

8.06 LEVEL OF PERFORMANCE: Awareness of Time Requirements

ANNUAL GOAL: The student will know he/she is to meet deadlines even though he/she will be fairly inconsistent.

8.06.1 STIO: The student will arrive at a specified location at the designated time.

8.06.11 The student will explain the reasons why it is important to be on time for work at a specified time and place.

8.06.111 The student will discuss with the teacher the importance of arriving at work on time. (positive aspects -- good relationship with employer, interest in the job etc.; negative aspects -- suggests lack of job interest to employer, lack of job responsibility, etc.)
8.06.112 Given and/or read a list of statements, the student will select the statements which correspond with prompt arrival/job responsibility.
8.06.113 Given a role playing situation, the student will, with assistance if needed, respond to the question, "Why is it important to be on time for work?"
8.06.114 Given a role playing situation, the student will, without assistance, respond to the question, "Why is it important to be on time for work?"
8.06.115 Given any work situation, the student will explain why it is important to be on time.

8.06.12 Given location and starting time, the student will report to his/her job station within the allotted time.
8.06.121 Given a demonstration, the student will observe a person 1) enter the building 10 minutes before the official starting time, 2) proceed to his/her locker, 3) put away wrap, etc., 4) proceed to restroom, drinking fountain, etc., and 5) arrive at designated work station before starting bell.
8.06.122 Given a role-playing situation, the student will, with assistance, move through steps 1-5 as outlined and demonstrated in activity #1.
8.06.123 Given a role-playing situation, the student will move through steps 1-5 of activity 8.06.11 with only minimal assistance.
8.06.124 Given a chart, the student will mark arrival at his/her work station before the starting bell by placing an "X" in the appropriate space on the chart.
8.06.125 Independent of direct supervision, the student will report to his/her job station within the allotted time.

8.06.2 STIO: The student will understand the concept of reliability being on task and completing a task within a limited time period.

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8.06.21 Given any specified job, the student will start the task without hesitation after arriving at the designated work station.
  8.06.211 Given a demonstration, the student will observe a person arrive at the designated work station and start performing his/her specified job duties.
  8.06.212 Given a role-playing situation, the student will, with assistance, start performing the specified job duties upon arrival at the designated station.
  8.06.213 Given a role-playing situation, the student will, without assistance, start performing the specified job duties upon arrival at the designated station.
  8.06.214 Given a job situation, the student will, with assistance, start performing the specified job duties upon arrival at the designated work station.
  8.06.215 Given a job situation, the student will, without assistance, start performing the specified job duties upon arrival at the designated work station.

8.06.22 Given a job, the student will perform the required job duties for a 30-minute work period.
  8.06.221 Given a timer set for 10 minutes, the student will perform his/her duties until the bell rings.
  8.06.222 Given a timer set for 15 minutes, the student will work until the bell rings.
  8.06.223 Given a timer set for 20 minutes, the student will work until the bell rings.
  8.06.224 Given a timer set for 30 minutes, the student will perform the required job duties until the bell rings.
  8.06.225 Independent of direct supervision, the student will perform his/her job duties for 30 minutes.

8. EMPLOYABILITY SKILL: Timing

8.07 LEVEL OF PERFORMANCE: Often Fails to Meet Time Requirements

ANNUAL GOAL: The student will meet standards regarding task completion 50% of the time with moderate supervision. He/she may have to be reminded, but won't need to be pushed very often.

8.07.1 STIO: The student will demonstrate understanding of being on time by responding to the question, "Why is it important to be on time?"

8.07.11 When asked, "What may happen if you always report late for work?" the student will reply with the correct answer.
  8.07.111 The student and teacher will discuss employment policies on time.
  8.07.112 The student will enter a class discussion on getting to work on time.
  8.07.113 The student will discuss with the class and teacher the difference between tardiness and absence.
  8.07.114 The student and class will simulate arriving at school on time as a community job situation and will discuss the similarities and differences of the situation.

8.07.115 The student will summarize the discussion to the class.

8.07.12 When asked, the student will state three reasons why being on time is important to an employee. (e.g., docking of pay, suspension from work, being fired.)
8.07.121 The student will discuss what is the first thing an employer might do if you are late for work.
8.07.122 When asked the first thing an employer will do if the student is late for work, he/she will reply, "Dock my pay."
8.07.123 The student will discuss the second step an employer might take if you are late for work.
8.07.124 When asked the second step an employer will take to stop you from being late, the student will reply, "Give three days off."
8.07.125 When asked what an employer might do if an employee is late, the student will state three options sequentially.

8.07.2 STIO: The student will be able to explain orally tardiness and its consequences.

8.07.21 During a discussion, the student will orally answer questions concerning the discussion of tardiness.
8.07.211 The student will explain tardiness in his/her own words.
8.07.212 The student will state consequences of tardiness.
8.07.213 The student will relate the relationship of being late for school to a community job situation.
8.07.214 The student will tell the effects of being late for work.
8.07.215 The student will be able to give the employer and employee viewpoint on tardiness.

8.07.22 When given a worksheet, the student will write the correct answers to questions about tardiness.
8.07.221 The student will state at least three reasons for being on time. (e.g., employer assigns tasks for day, etc.)
8.07.222 The student will state the effects of tardiness on an employer. (e.g., employer will question whether to call in another worker, overtime pay, etc.)
8.07.223 The student will give benefits to the employer of promptness. (e.g., productivity, company profit, etc.)
8.07.224 The student will give effects of habitual lateness. (e.g., lack of concern, loss of production, bankruptcy, etc.)
8.07.225 The student will give an oral summary of his/her worksheet activity to the class.

8. EMPLOYABILITY SKILL: Timing

8.08 LEVEL OF PERFORMANCE: Sometimes Fails to Meet Time Requirements

ANNUAL GOAL: The student will meet time requirements 90% of the time and will only need supervision by the way of little reminders in attaining time-oriented goals.

8.08.1 STIO: Given simulated work situations, the student will practice consistently accurate arrival- and departure-time skills.

8.08.11 Given simulated work situations, the student will practice exercises related to being at work on time.
- 8.08.111 The student will discuss in class the reasons why an employee must arrive at work on time.
- 8.08.112 The student will make a chart of the reasons why one must be on time.
- 8.08.113 The student will go on a field trip and ask employers how they feel about workers being on time.
- 8.08.114 The student, using the information gathered on the field trip, will make a comic strip about being on time or being late.
- 8.08.115 The student will make a bulletin board display on the topic, "Why Get To Work On Time."

8.08.12 Given a simulated job, the student will clock in and clock out at the appropriate times.
- 8.08.121 The student will examine the clock and show how the time clock works.
- 8.08.122 The student will practice using the clock by inserting the time card and getting a reading no fewer than 10 times.
- 8.08.123 Given a mock job, the student will remember to clock in and out for a two-day period without help from the teacher.
- 8.08.124 Given a mock job, the student will remember to clock in and out over a five-day period.
- 8.08.125 Given a mock job, the student will remember to clock in and out over a 14-day period.

8.08.2 STIO: Given a simulated job situation, the student will practice proper break skills and proper sick-leave reporting.

8.08.21 Given a job simulation, the student will leave and return from breaks at the proper time.
- 8.08.211 The student will discuss the reasons for taking work breaks.
- 8.08.212 The student will illustrate, by making a poster, the misuses of breaks that may occur.
- 8.08.213 The student will go on a field trip and ask an employer his/her views on breaks and misuses of breaks.
- 8.08.214 The student will be assigned a break. He/she will be given an assigned time. The student will leave and return at the proper time from breaks for two days.

8.08.215 The student will be assigned a break time. He/she will leave and return at the proper time from breaks for a one week period, then a two-week period.

8.08.22 Given a mock job, the student will call in if sick or unable to get to work.
8.08.221 Given a simulated job, the student will discuss the need to call in to the work site if sick or unable to get there, making a bulletin board on the subject.
8.08.222 The student will go on a field trip and ask an employer his/her views on tardiness and sickness and the procedures to be followed for reporting off work.
8.08.223 The student will illustrate a list of valid reasons for not being on the job (information gained from the field trip) by making a poster.
8.08.224 The student will take this information and talk to younger students about the things learned on the field trip.
8.08.225 Given a simulated job, the student will make imitated call-ins for absences from work. The student will make not fewer than 10 calls.

8. EMPLOYABILITY SKILL: Timing

8.09 LEVEL OF PERFORMANCE: Generally Meets Time Requirements

ANNUAL GOAL: The student will complete time-related goals all the time. He/she won't need to be supervised closely and will be able to do better if he/she wants to. He/she will be able to speed up or slow down accordingly with no problems.

8.09.1 STIO: The student will be able to complete a certain, pre-determined amount of work within a specified period of time.

8.09.11 Given a message to relay, the student will call from a pay phone and deliver the message within three minutes.
8.09.111 The student will be given a message (directions, shopping list, etc.) that takes approximately three minutes to give.
8.09.112 The student, with only enough change for a one-to -three minute call, will go to a pay phone and call the teacher.
8.09.113 The student will dial a number properly as directed by the teacher.
8.09.114 The student will deliver the message.
8.09.115 The student will repeat the task, with different messages, until the student can successfully perform it three out of five times.

8.09.12 Given a task to cook (fry, boil, bake) a certain food, the student will cook it for a specified time.

8.09.121 The student will collect utensils and ingredients for cooking.
8.09.122 The teacher will select a food the student can prepare with minimal assistance. (hard boil eggs, fry burgers for 10 minutes, bake a cake for 30 minutes, etc.)
8.09.123 The teacher will set a timer when the student begins to cook, setting it a few minutes longer than the allowed time. (e.g., if a cake is to bake 35 minutes, set the timer a few minutes past 35)
8.09.124 The student will cook the food item the designated time, timing the food by clock or watch.
8.09.125 The student will repeat the task until he/she can do it successfully four out of five times. (Success is determinted when the student finishes before the timer goes off)

8.09.2 STIO: The student will be on time for appointments 90 percent of the time.

8.09.21 Given a trip to the zoo, a park, or shopping center, the student will meet the teacher at a specified location at a specified time.
8.09.211 The teacher will accompany the student to a park, shopping center, etc.
8.09.212 The teacher and student will agree to separate and meet again at a certain place and time. (e.g., "We'll meet at the park fountain at 2:30.")
8.09.213 The student will go off on his/her own or with a group.
8.09.214 The student and teacher will meet at the specified place and time. (The meeting site chosen should be well known by the student)
8.09.215 The task will be repeated till the student can successfully accomplish it nine out of ten times.

8.09.22 The teacher will keep a chart on the student, noting whether the student is on time for his/her bus, on time for school if he/she walks, and on time for classes.
8.09.221 The teacher will develop, with student assistance, a chart listing all on-time categories relevant to the student.
8.09.222 The student, with the teacher's assistance, will mark the chart daily.
8.09.223 At the end of each week, the teacher will go over the chart with the student.
8.09.224 The student will receive an appropriate reward when he/she is on time at least 90 percent of the time.
8.09.225 The student will discuss his/her time chart with the class and its relation to an actual work situation.

8. EMPLOYABILITY SKILL: Timing

8.10 LEVEL OF PERFORMANCE: Always Meet Time Requirements

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ANNUAL GOAL: Given a specific period of time related to employment success, the student will complete the tasks assigned to him/her in that particular span of time.

8.10.1 STIO: The student will complete all tasks with consistency within an allotted time period.

8.10.11 Given stable, manipulated, and controlled activities, the student will complete the activity within a reasonable, specified time period.
8.10.111 The student will package nail assortments or fold and stuff envelopes.
8.10.112 The student will fold a program for an assembly and staple it.
8.10.113 The student will assemble tags and strings of nuts, bolts, and washers.
8.10.114 The student will punch a manual and bind it.
8.10.115 The student will sort labels, papers, materials, and supplies.

8.10.12 Given activities involving movement, the student will complete these activities within a reasonable, specified time period.
8.10.121 The student will wash desk tops, blackboards, or windows.
8.10.122 The student will clean tables, counter tops, or cabinets.
8.10.123 The student will sweep floors, hall, restrooms, work areas, or gyms.
8.10.124 The student will fill trays in a cafeteria or silverware containers.
8.10.125 The student will fill janitorial containers or dispensers.

8.10.2 STIO: The student will complete time-related tasks often, independent of direct supervision.

8.10.21 Given a work assignment or activity, the student will complete the necessary task(s) daily with minimal supervision.
8.10.211 The student will keep track of student activity schedule and work schedule.
8.10.212 The student will keep the student work-time records or attendance records.
8.10.213 The student will assist another student in an assembly activity or in a production activity.
8.10.214 The student will collect and pass out supplies or materials daily.
8.10.215 The student will empty all wastebaskets on the floor or wash chalkboards and clean erasers.

8.10.22 Given a work assignment, the student will report to the work station, perform the necessary tasks, and return to a designated area without direct supervision.
8.10.221 The student will work in a cafeteria or for the janitor daily at a given time.
8.10.222 The student will work during specific time period in a library or as another instructor's helper.
8.10.223 The student will deliver mail or messages during a certain time of the day.
8.10.224 The student will clean locker room or prepare locker room.
8.10.225 The student will manage a physical education team or intramural team.

9. EMPLOYABILITY SKILL: Simultaneity

9.01 LEVEL OF PERFORMANCE: Discoordinate

ANNUAL GOAL: The student will be able to perform one simple task when given assistance.

9.01.1 STIO: Given a demonstration of a simple task, the student will develop the coordination necessary to complete the task.

- 9.01.11 Given a simple puzzle with one piece missing, the student will accurately place the missing piece in the puzzle.
  - 9.01.111 The student will observe the teacher construct a simple puzzle (e.g., a large plastic puzzle).
  - 9.01.112 The student will observe the teacher construct the puzzle all except one piece.
  - 9.01.113 The student will place the missing piece into the puzzle area.
  - 9.01.114 The student will observe the teacher construct the puzzle leaving out a different piece than before in Step #2.
  - 9.01.115 The student will place the missing piece in the proper area.
- 9.01.12 Given two steps, the student will imitate the instructor climbing up one step at a time.
  - 9.01.121 The student will observe the instructor step on the first step.
  - 9.01.122 The student will step up on the first step with the instructor.
  - 9.01.123 The student will observe the instructor step up on the second step with the opposite foot.
  - 9.01.124 The student will step up on the second step with the instructor.
  - 9.01.125 The student will observe the instructor walk up the two steps one at a time.
  - 9.01.126 The student will walk up the steps one at a time using alternating feet.

9.01.2 STIO: Given a task of setting up an arrangement of furniture for the home use, the student will set up a table and chairs for home use.

- 9.01.21 Given a card table, the student will be able to set-up and take down the table.
  - 9.01.211 The student will observe the teacher set-up a card table.
  - 9.01.212 The student will pull out two legs of a table after observing the teacher in demonstration.
  - 9.01.213 The student will pull out all four legs of the card table.
  - 9.01.214 The student will set the card table upright.
  - 9.01.215 The student will take down the card table.
- 9.01.22 Given four folding chairs, the student will set them up and arrange them around a card table.
  - 9.01.221 The student will observe the teacher demonstrate the unfolding of a chair.
  - 9.01.222 The student will unfold a chair with the teacher's assistance.
  - 9.01.223 The student will unfold all four chairs.
  - 9.01.224 The student will arrange the chairs around a table.
  - 9.01.225 The student will fold the chairs and arrange them in a storage area.

9. EMPLOYABILITY SKILL: Simultaneity

9.02 LEVEL OF PERFORMANCE: One Task with Supervision

ANNUAL GOAL: The student will be able to perform one simple task without assistance

9.02.1 STIO: Given the assistance of the teacher, the student will independently complete one task.

- 9.02.11 After a demonstration of placing eggs in carton, the student will complete the same task with accuracy.
  - 9.02.111 The student will pick up the carton and open the carton.
  - 9.02.112 The student will count the eggs and count the egg cups.
  - 9.02.113 The student will put one egg in one egg cup and repeat this eleven times.
  - 9.02.114 The student will look at one egg cup to check that it has been filled and repeat this eleven times.
  - 9.02.115 The student will close the carton and place the filled carton on the table.
- 9.02.12 After a demonstration, the student will accurately copy his/her name on the blackboard.
  - 9.02.121 The student will recognize the letters in his/her first name and in his/her last name when he/she sees them in writing.
  - 9.02.122 The student will place the letters in the correct order in his/her first name and in his/her last name.
  - 9.02.123 The student will use a pencil and paper and correctly spell his/her first and last name.
  - 9.02.124 The student will use a pen and pencil correctly and spell his/her first and last name.
  - 9.02.125 The student will trace his/her first and last name on the blackboard.

9.02.2 STIO: Given the assistance of the teacher, the student will work along side another student and complete one task.

- 9.02.21 After a demonstration of placing eggs in a carton, the student will complete the same task with accuracy.
  - 9.02.211 After a demonstration, the student will work alongside another student and pick up the carton andopen the carton.
  - 9.02.212 The student will work along side another student and count the eggs and the egg cups.
  - 9.02.213 The student will work along side another student and put one egg in one egg cup and repeat eleven times.
  - 9.02.214 The student will work along side another student and look at one egg cup to check that it has been filled and repeat eleven times.
  - 9.02.215 The student will work with another student and close the carton and place the filled carton on the table.

9.02.22 After a demonstration, the student will accurately copy his/her name on the blackboard.
  9.02.221 The student will, alongside another student, recognize the letters in his/her first name and in his/her last name when he/she see them in writing.
  9.02.222 The student will, alongside another student, place the letters in the correct order in his/her first name and in his/her last name.
  9.02.223 The student will, alongside another student using a pencil and paper, correctly spell his/her first and last name.
  9.02.224 The student will, along side another student using a pen and paper, correctly spell his/her first and last name.
  9.02.225 The student will, alongside another student, trace his/her first and last name on the blackboard.

9. EMPLOYABILITY SKILL: Simultaneity

9.03 LEVEL OF PERFORMANCE: One Task Alone

ANNUAL GOAL: The student will perform two tasks or two operations of the same task at the same time with the constant aid of another person.

9.03.1 STIO: Given a task, the student will successfully complete the task without assistance.

9.03.11 Given instructions, the student will deliver an object to another teacher in accordance with the instructions.
  9.03.111 The student listens to the teacher define objects to be delivered (a note or a package).
  9.03.112 The student listens to the teacher define locations of objects to be delivered (an office or another room).
  9.03.113 The student listens to the teacher give directions for an object to be delivered.
  9.03.114 The student verbally describes the location and procedures for delivery of an object and prepares to follow directions.
  9.03.115 The student demonstrates his ability to deliver an object to a teacher by successfully completing a task. (e.g., taking a package to a teacher or taking a principal a note)

9.03.12 Given instructions to clear a desk, the student will successfully do so according to instructions.
  9.03.121 The student listens to instructions on cleaning a desk.
  9.03.122 The student listens to the teacher describe methods for cleaning a desk (e.g., place waste in the waste basket, erase pencil marks).
  9.03.123 The student describes why it is necessary to clear the desk (i.e., neatness and organization).
  9.03.124 The student verbally describes correct procedures for cleaning a desk (i.e., quietly and quickly).
  9.03.125 The student demonstrates his/her ability to clean a desk to the satisfaction of the teacher (i.e., neatly and efficiently).

9.03.2 STIO: Given a situation in which the student is working with more than one other person, the student will work cooperatively on task.

9.03.21 Given a puzzle to assemble, the student will work cooperatively with more than one other person.

9.03.211 The student will go to work area with other students (i.e., politely, cooperatively).
9.03.212 The student will begin working in a cooperative manner (i.e., quietly, mannerly).
9.03.213 The student will stay on task for at least fifteen minutes (i.e., undistracted continuously.)
9.03.214 The student will complete or show some area of improvement (i.e., orderly, efficiently).
9.03.215 The student will show progress to the satisfaction of the teacher and return to his/her desk (i.e., complete task, return materials, return to his/her desk).

9.03.22 Given a task where it is necessary for more that one other person to work cooperatively, the student will participate to the satisfaction of the teacher.

9.03.221 The student will go to work area where two or more students are already working (i.e., politely, cooperatively).
9.03.222 The student will begin work in a cooperative manner under the teacher's direction, (i.e., consistently, accurately).
9.03.223 The student will work cooperatively for at least fifteen minutes (i.e., undistracted continuously).
9.03.224 The student will show progress to the satisfaction of the teacher in the work area (i.e., orderly efficiently).
9.03.225 The student will complete or show progress to the satisfaction of the teacher and will return to his/her desk (i.e., work cooperatively, return materials, return to desk).

9. EMPLOYABILITY SKILL: Simultaneity

9.04 LEVEL OF PERFORMANCE: Two Tasks with Total Assistance

ANNUAL GOAL: The student will perform two tasks or two operations of the same task at the same time when given some assistance by another person.

9.04.1 STIO: When given appropriate materials, the student will be able to aid the instructor in performing a series of two specified tasks.

9.04.11 When given a large box, the student will assist the instructor in lifting and then in performing a series of two specified tasks.

9.04.111 The student will identify the proper method of lifting a box.
9.04.112 The student will identify in advance the proper location where a box is to be taken.
9.04.113 The student will listen to the demonstration of the teacher on lifting.
9.04.114 The student will lift a box and prepare to carry the box.
9.04.115 The student will carry the box and properly stack in position on the floor in another location.

9.04.12 Given a sponge and a bucket of water, the student will wash the blackboard with total teacher assistance.
  9.04.121 The student will locate the sponge and bucket.
  9.04.122 The student will fill the bucket with water with teacher assistance.
  9.04.123 The student will place sponge in water.
  9.04.124 The student will wring out sponge while the teacher helps by squeezing hands.
  9.04.125 The student will wipe blackboard with sponge while teacher guides hands.
  9.04.126 The student will repeat the procedures until he/she has the board completely clean.

9.04.2 STIO: When given two tasks to perform, the student will perform both tasks with total teacher assistance.

9.04.21 When provided with a paper and crayon, the student will pick up crayon and draw on the paper with total teacher assistance.
  9.04.211 The student will be shown the paper and crayon.
  9.04.212 The student will pick up the crayon when the teacher points to the crayon.
  9.04.213 The student will draw a square when the teacher instructs to draw a square.
  9.04.214 The student will practice holding the crayon properly.
  9.04.215 The student will draw with the teacher guiding his hand.

9.04.22 When provided with a bucket of water and a mop, the student will place the mop in the bucket and wring out the mop with total teacher assistance.
  9.04.221 The student will be given a bucket of water and mop.
  9.04.222 The student will be instructed to place a mop in the bucket.
  9.04.223 The student will place the mop in the bucket with teacher assistance.
  9.04.224 The student will remove water from the mop.
  9.04.225 The student will practice wetting and drying the mop with the teacher's assistance.

9. EMPLOYABILITY SKILL: Simultaneity

9.05 LEVEL OF PERFORMANCE: Two Tasks With Partial Assistance

ANNUAL GOAL: The student will perform two tasks or two operations of the same task at the same time without assistance.

9.05.1 STIO: After observing the completion of two simple tasks, the student will be able to perform these tasks with some guidance.

9.05.11 Given a demonstration of the same procedure by the instructor, the student will load and secure trays on a cart accurately with limited assistance.
  9.05.111 The student will locate the trays to be used for the procedure.
  9.05.112 The student will locate the cart.
  9.05.113 The student will watch the teacher demonstrate the procedure of properly placing trays on a cart.
  9.05.114 The student will properly place every third tray as demonstrated by the instructor.

9.05.115 The student will demonstrate the given procedure by accurately placing the trays on the cart with limited assistance.

9.05.12 Given a demonstration on the procedure for spraying and wiping desks, the student will accurately complete the task to the instructor's specifications.
9.05.121 The student will locate and identify spraying and cleaning materials.
9.05.122 The student will spray the desk evenly using proper cleaning agent.
9.05.123 The student will use a cloth and thoroughly clean the desk area.
9.05.124 The student will use techniques not before used by him/her.

9.05.2 STIO: Given articles to count, the student will count and tabulate with supervision.

9.05.21 Given a supply of tablets, the student will count the tablet supply and write down an accurate count with the teacher checking for proficiency.
9.05.211 The student will locate the tablet storage area.
9.05.212 The student will count (ten tablets in sequence).
9.05.213 The student will transport the tablets to the storage area.
9.05.214 The student will record each unit of ten on an abacus or on paper.
9.05.215 The student will accurately record the total number of tablets continued.

9.05.22 Given a record book, the student will accurately record his/her own attendance.
9.05.221 The student will identify names of the persons in the class.
9.05.222 The student will read names aloud of persons in the record book.
9.05.223 The student will identify names from the record books with the faces of persons in the class.
9.05.224 The student, if absent, will place a check mark for the date marked in the record book.
9.05.225 The student will have the teacher verify that a correct procedure was followed.

9. EMPLOYABILITY SKILL: Simultaneity

9.06 LEVEL OF PERFORMANCE: Two Tasks Alone

ANNUAL GOAL: The student will perform three tasks or three operations of the same task at the same time with constant aid of another person.

9.06.1 STIO: Given materials needed for two specified tasks, the student will be able to complete the tasks on his/her own upon receiving instructions.

9.06.11 Given pattern books and materials, the student will independently choose a usable pattern and suitable material for a sewing project.
8.06.111 With the help of the class instructor, the student will study books and direction sheets for choosing patterns and materials to make garments.

9.06.112 The student will participate in class instruction related to material and pattern selection.

9.06.113 The student will discuss the appearance of an attractive garment as being color-coordinated and well-fitted.

9.06.114 The student will state advantages of being able to construct garments as being a wise way to save money and achieving a sense of accomplishment.

9.06.115 The student will culminate the task sequence by choosing cloth and pattern. (e.g., a job in a department store alterations department, a garment factory, a repair shop, one's own home services such as making childrens' clothing.)

9.06.12 Given a set of lettered file separators and a pile of tabulated file folders, the student will correctly set up two file drawers and correctly file all the folders, without assistance.

9.06.121 The student will place the first half of the lettered separators (ending with the letter "M") in the first drawer, placing "A" to the front of the file drawer.

9.06.122 The student will put the second half of the lettered separators (beginning with the letter "N") in the second file drawer.

9.06.123 The student will place all tabulated folders in the first file drawer with the first letter or item indicated with letters up to "N" behind that indicated letter.

9.06.124 The student will (in the second drawer) match tabulated folders to the second half of the alphabet.

9.06.125 The student will check each tabulated folder to make certain he/she placed it correctly as indicated on the label.

9.06.2 STIO: Given a specific job over a period of time, the student will be able to complete the tasks of the job on his/her own after learning the job.

9.06.21 Given the job of trash collector in the school cafeteria, the student will perform the required duties (without assistance) of emptying and relining the cans for ten consecutive school days.

9.06.211 Following a period of one-half hour observing another student working, the student will carry the filled cans to the main bin one at a time, closing the top of the plastic liner with a twistie found near the main bin.

9.06.212 The student will empty the cans' contents into the bin, including the plastic bag liner.

9.06.213 The student will reline the can with a clean plastic bag liner found near the main trash bin, being sure to lock top edges open over the can's lip.

9.06.214 The student will return each clean, relined can to the same spot it was on originally.

9.06.215 The student will check each trash can site to be certain all cans were emptied and properly relined.

9.06.22 Given a job of carry-out person in a grocery store, the student will demonstrate the ability to perform successfully, without assistance, the tasks of taking out groceries and returning the carts to the store, for ten consecutive days.

9.06.221 The student will upon entering the store, consistently select the registers which need help and go to the busiest one to work.
9.06.222 The student will take the filled bags in carts outside, being careful to watch for moving cars in the parking lot.
9.06.223 The student will exhibit appropriate manners to customers and place the groceries properly into the car, following customer directions.
9.06.224 The student will consistently be aware of delicate items such as eggs and baked goods and will handle them with care.
9.06.225 The student will push empty carts, which have been compacted together, back inside the store and place them along the wall in a neat row.

9. EMPLOYABILITY SKILL: Simultaneity

9.07 LEVEL OF PERFORMANCE: Three Tasks With Total Assistance

ANNUAL GOAL: The student will perform three tasks or three operations of the same task at the same time when given some aid by another person.

9.07.1 STIO: Given proper materials, the student will develop necessary coordination skills to complete three tasks with guidance.

9.07.11 With assistance, the student will hold a broom (or rake) properly, use proper sweeping movements, and place trash finally in proper containers.
9.07.111 The student will sweep the room and the closet.
9.07.112 The student will place trash from the floor and the desks into the trash can.
9.07.113 The student will sweep the hall and the sidewalk.
9.07.114 The student will take trash from two school rooms to the trash bin for disposal.
9.07.115 The student will rake a small portion of the school yard.

9.07.12 The student will be given a rake and bag and will dispose of leaves in a systematic manner.
9.07.121 The student will identify the proper kind of rake to use. (e.g., garden or yard)
9.07.122 The student will identify the proper kind of bag to use. (e.g., plastic, canvas, paper)
9.07.123 The student will place the leaves in the proper place. (e.g., trash, mulch, or for burning)
9.07.124 The student will explain safety features about proper raking. (e.g., poking others, fire hazards)
9.07.125 The student will describe the values of proper raking. (e.g., aids the grass, pleases the eye)

9.07.2 STIO: Given a job and proper materials, the student will be able to perform the tasks of the job safely and with proper procedures.

9.07.21 The student will cut weeds properly, using proper safety procedures and techniques.

9.07.211 The student will pull weeds with his/her hands from the side of the school and any out buildings.
9.07.212 The student will use a weed whip to cut weeds from open, weedy areas of the school grounds or football field.
9.07.213 The student will use a weed whip to cut weeds from around the school or any out buildings.
9.07.214 The student will use a power whip to cut weeds from open, weedy areas of the school grounds or football field.
9.07.215 The student will use a power whip to cut weeds from around the school or any out buildings.

9.07.22 The student will clean tables with soap and water using proper materials and procedures.
9.07.221 The student will wipe off a table using a sponge and/or dish cloth.
9.07.222 The student will assemble cleaning items putting proper amounts of soap into cold water and water wash and hot water and hot water wash.
9.07.223 The student will wash a chalkboard and metal file box with cold water wash.
9.07.224 The student will wash and wax a car using a cleaning scrub rag and using a shamois.

9. EMPLOYABILITY SKILL: Simultaneity

9.08 LEVEL OF PERFORMANCE: Three Tasks With Partial Assistance

ANNUAL GOAL: The student will perform three tasks or three operations of the same task at the same time without assistance.

9.08.1 STIO: Given an assembly situation, the student will accurately complete the task.

9.08.11 Given the job of sandwich maker on the school cafeteria lunch line, the student will demonstrate the ability to perform three tasks with partial assistance.
9.08.111 The student will arrange sandwich items conveniently and in adequate supply, as directed by the supervisor.
9.08.112 The student will make sandwiches in manner and number as directed by the supervisor.
9.08.113 The student will continue operation, keeping the specified number of sandwiches in supply ahead of demand.
9.08.114 The student will consistently perform the task on his/her own as directed.
9.08.115 The student will ask for help or direction from near by supervisors at anytime the activity becomes uncertain.

9.08.12 Given a job as an assembler in a community industry, the student will demonstrate the ability to adequately perform three tasks with some aid.
9.08.121 The student will follow instructions and clip parts together by aligning the clips with materials while a supervisor stands near by.
9.08.122 The student will continue the task, following instructions, to its completion.

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9.08.123 The student will be able to consistently perform the task on his/her own with partial assistance.
9.08.124 The student will ask for assistance if the task becomes uncertain.
9.08.125 The student will confer with supervisor to evaluate his/her current working performance and to formulate plans to ensure further working independence.

9.08.2 STIO: Given a job, the student will demonstrate the ability to perform three job tasks at nearly the same time with some aid from another person.

9.08.21 Given a part-time job as a shipping department helper, the student will demonstrate the ability to perform three job tasks at nearly the same time with some aid from another person.
9.08.211 The student will be able to correctly close cartons on his/her own by folding ends in first.
9.08.212 The student will be able to close cartons on his/her own by folding sides over ends.
9.08.213 The student will, with the help of another person, staple sides to ends of carton.
9.08.214 The student will, with the help of another person, be able to put tape over seams on carton.
9.08.215 The student will, with the help of another person, mark the carton as to its contents.

9.08.22 Given a cafeteria job as fry cook helper, the student will successfully perform at least three job tasks with partial help from another person.
9.08.221 The student and aide will check fry vat for proper temperature.
9.08.222 The student and aide will weigh a serving of French fries into basket.
9.08.223 The student and aide will lower basket into fry vat when control dial indicates proper vat level.
9.08.224 The student and aide will lift basket from the vat, shake fries, and turn on the drain paper.
9.08.225 The student will independently transfer fries to the serving dish.

9. EMPLOYABILITY SKILL: Simultaneity

9.09 LEVEL OF PERFORMANCE: Three Tasks Alone

ANNUAL GOAL: The student will have the coordination to perform more than three tasks or three operations of the same task at the same time.

9.09.1 STIO: The student will be able to perform accurately three functions which would lead to the completion of one task.

9.09.11 Using a rake and leaf bag and following directions, the student will perform three functions as follows: rake leaves into a pile, bag them, and transport them to a specific location.

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9.09.111 When asked, the student will go to the custodian and ask for tools necessary to clean the school yard (a rake, a plastic bag).

9.09.112 The student will demonstrate the proper way to rake leaves into a pile.

9.09.113 The student will demonstrate proper method of holding the plastic bag open with one hand and raking leaves into it with the other hand.

9.09.114 When told where to dispose of the leaves, the student will successfully dispose of the leaves.

9.09.115 After the task is completed, the student will return the tools to the custodian.

9.09.12 Given the task of cleaning dirty dishes, the student will perform the following functions in order: washing, rinsing, drying.

9.09.121 When asked, the student will get out dish detergent and will properly fill the sink or dish pan with the correct amount of soap and water.

9.09.122 When asked, the student will demonstrate the proper way to wash or scrub a dish with a dish cloth or sponge.

9.09.123 The student will demonstrate rinsing dishes by either holding them under the faucet until they are free of soap or by dipping them in a pan of rinse water.

9.09.124 The student will demonstrate the proper way to dry dishes by drying them with a dish towel until they are completely dry.

9.09.125 The student will drain the sink or dishpan and rinse it until all of the dirty water is gone.

9.09.2 STIO: The student will be able to accurately perform three separate tasks which would lead to the completion of one job assignment.

9.09.21 The student will complete the job assignment of cleaning the room by himself/herself by completing at least three main tasks as follows: cleaning boards, cleaning floors, dusting furniture.

9.09.211 The student will get out the proper utensils for cleaning the room (broom, bucket, and rags).

9.09.212 The student will erase and wash the board, using an up and down motion, so that it dries without streaks and then will clean the chalk tray.

9.09.213 The student will sweep the floor, moving chairs if necessary, and then will sweep the dirt onto a dustpan and put it into a trash can so that the floor is free of dirt and paper.

9.09.214 Using a dust cloth, the student will clean all of the classroom furniture so that it is visibly free of dust and dirt.

9.09.215 The student, upon cleaning the classroom, will return the broom, bucket, and cloth to the proper storage place.

9.09.22 The student will complete the job assignment of cleaning the cafeteria by himself/herself by completing at least three main tasks as follows: cleaning tables, cleaning the floor, and removing the trash.

9.09.221 The student will get the proper materials needed to clean the cafeteria (washcloth, broom, dustpan, trashbag).
9.09.222 The student will clean cafeteria tables by removing all food and paper and placing such into a trash bag or can and then washing the table tops until clean.
9.09.223 The student will sweep the floor, moving chairs if necessary, and then will sweep the dirt, paper, and food into a trash bag or can, using a dust pan, so that the floor is clean and free of debris.
9.09.224 The student will properly dispose of trash by emptying the trash can into a designated location or by stacking the trash in bags in a specific place.
9.09.225 When completed, the student will return the cleaning materials to the proper place in the janitor's closet or storage area.

9. EMPLOYABILITY SKILL: Simultaneity

9.10 LEVEL OF PERFORMANCE: Fluid

ANNUAL GOAL: The student will adequately perform a number of tasks in order to secure a given occupation.

9.10.1 STIO: The student will be able to perform adequately more than three tasks concurrently upon receiving the instructions to do so.

9.10.11 Given a ladder, baskets, and gloves, the student will pick apples, placing the ripe ones in a basket, the over-ripe ones in another basket, within a pre-determined time period.
9.10.111 The student will place the ladder firmly on the ground in the area where several apples may be picked at a time in order to limit having to move the ladder often.
9.10.112 The student will place the baskets on the ladder, ready to begin picking.
9.10.113 The student will pick the apples, filling the baskets.
9.10.114 The student will place the ripe ones in one basket and the over-ripe ones in the other basket.
9.10.115 When the baskets are full, the student will empty them into the truck and begin the process over.

9.10.12 Given a crate of apples, the student will bag them in three-and five-pound bags.
9.10.121 The student will sort and stack bags into two piles.
9.10.122 The student will fill the bags of two dimensions, three and five pounds.
9.10.123 The student will weigh the bags.
9.10.124 The student will add or delete until the bags weigh either three or five pounds.
9.10.125 The student will tape the top of the bag when filled to the correct weight.

9.10.2 STIO: Given an activity with more than one task, the student will be able to perform with proficiency and accuracy as judged by his supervisor.

9.10.21 Given a box of nuts and bolts, the student will sort and bag them accurately.
9.10.211 The student will empty a box of nuts and bolts onto a work table.

9.10.212 The student will separate the nuts from the bolts.
9.10.213 The student will place the appropriate number of nuts in plastic bags and staple them.
9.10.214 The student will follow the same procedure as above and place appropriate numbers of bolts in plastic bags.
9.10.215 The student will place an accurate number of bags of packed nuts and bolts in boxes for shipment.

9.10.22 Given his paycheck, the student will accurately check his/her itemized deductions, make out a savings deposit slip for one fourth of the total amount of the check, and place the money in his savings account.
9.10.221 The student will prepare (paper, pencil, and pocket calculator, if needed) in order to check his/her paycheck.
9.10.222 The student will add the itemized deductions and determine their accuracy.
9.10.223 The student will divide the dollar amount of the check by four and use this figure for his/her deposit.
9.10.224 The student will take the check and deposit slip to the bank.
9.10.225 The student will cash his/her check and make his/her deposit.

NOTES:

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10. EMPLOYABILITY SKILL: Accuracy

10.01 LEVEL OF PERFORMANCE: No Accuracy

ANNUAL GOAL: The student will perform some tasks with accuracy, but will display no knowledge of the need for accuracy.

10.01.1 STIO: Given a set of geometrically shaped blocks and a variety of one-to-five-piece puzzles, the student will place the blocks in a recessed geometric board and place the puzzle pieces in their proper space on the puzzle board.

10.01.11 Given a set of geometrically shaped blocks, the student will place the blocks in a recessed geometric board with 20 percent accuracy.
10.01.111 The student will remove the blocks from the geometric board.
10.01.112 The student will trace the shape of each block on paper with pencil or crayon and repeat the name of each shape after the teacher names it.
10.01.113 The student will grasp each shape as it is named, with the help of the teacher.
10.01.114 The student will press each block into clay or sand to make an impression of each shape and repeat name after the teacher names it.
10.01.115 The student will place the blocks correctly in the geometric board with 20 percent accuracy.

10.01.12 Given a group of one-to-five-piece puzzles, the student will place the pieces in the correct space with 20 percent accuracy. (one puzzle at a time).
10.01.121 The student will remove and replace the pieces of a group of one-two-piece puzzles (one at a time).
10.01.122 The student will remove the pieces of a three-to-five-piece puzzle.
10.01.123 The student will trace around the pieces of a three-to-five-piece puzzle with pencil and paper.
10.01.124 The student will trace over the lines on the puzzle board that show where each piece fits.
10.01.125 The student will replace the pieces of a three-to-five-piece puzzle with 20 percent accuracy.

10.01.2 STIO: Given a set of various-colored beads with picture cards and a series of sequential pictures, the student will string the beads to match a sequence of beads pictured on a card and place picture cards in sequential order.

10.01.21 Given a set of various-colored beads, the student will string the beads in a sequential order that matches the sequential order of beads pictured on a card, with 20 percent accuracy.
10.01.211 The student will remove beads from the container and sort them into groups by color.

10.01.212 The student will place one card and one string before him/her at a time.
10.01.213 The student will place the beads on a string to match the sequence of beads pictured on the card (one card at a time)
10.01.214 The student will remove the beads from all the strings.
10.01.215 The student will replace beads and strings in separate containers, sorting them according to color, with 20 percent accuracy.

10.01.22 Given a series of sequential pictures, the student will put the pictures in sequential order with 20 percent accuracy within 90 seconds.
10.01.221 The student will perform a three-step activity and state each step as he/she does it. (e.g., get coat, put it on, button it; get an orange, peel it, eat it.)
10.01.222 The student will orally explain the correct sequential order of a three-step activity.
10.01.223 The student will repeat the three-step activity and choose the pictured example of the last step.
10.01.224 The student will repeat the three-step sequence and choose the pictured examples of steps two and three, putting them in correct order.
10.01.225 The student will put a three-step sequence of pictures in proper order with 20 percent within 90 seconds.

10. EMPLOYABILITY SKILL: Accuracy

10.02 LEVEL OF PERFORMANCE: Unaware of Standards

ANNUAL GOAL: The student will display some knowledge about a need for accuracy, but will have no knowledge of the errors he/she has committed.

10.02.1 STIO: Given a series of role-playing activities, the student will develop knowledge of accuracy for specific given jobs.

10.02.11 Given several small bags of nails which the student will be required to staple shut, the student will be able to explain what will happen to the bags of nails not stapled.
10.02.111 The student will staple shut five of the eight bags.
10.02.112 The student will tip over an unstapled bag.
10.02.113 The student will verbally state what happened when he/she tipped over the bag.
10.02.114 The student will then tip over a stapled bag.
10.02.115 The student will verbally explain what happened when he/she tipped over the stapled bag.
10.02.116 The student will state why it is important to staple the bag shut.

10.02.12 Given a film concerning the importance of maintaining standards on the job, the student will be able to verbalize the consequences of maintaining standards. (e.g., moving on to another task before completing the first step.)

10.02.121 The student will discuss with the class various activities needed to finish a specific job.
10.02.122 The student will list standards that are required to finish work within the classroom.
10.02.123 The student will view a film concerning importance of maintaining standards on the job.
10.02.124 The student will discuss with the class what standards were observed during the film.
10.02.125 The student will state what would happen if the workers didn't maintain given standards.

10.02.2 STIO: Given a specific job area (factory work, restaurant, maintenance), the student will demonstrate and verbally state the performance level needed for each job.

10.02.21 Given a book on factory rules and regulations, the student will be able to list five important standards needed to maintain a safe operation.
10.02.211 The student, along with the class, will list on the blackboard rules they feel a factory must have.
10.02.212 The student will view a film on factory work.
10.02.213 The student, along with the class, will discuss safety standards they observed in the film.
10.02.214 The student, along with the class, will orally read and review the book on factory rules and regulations.
10.02.215 The student and the class will discuss what they feel are the five most important rules for safety on a factory job.

10.02.22 Given a tour of a local eatery by restaurant manager, the student will be able to state five rules and work regulations needed for accuracy on the job.
10.02.221 The class will make a list of things to observe on their tour of the restaurant.
10.02.222 The class will discuss what they feel makes a good restaurant worker.
10.02.223 The class will discuss what "accuracy" is and why it is important on the job.
10.02.224 The class will go on a field trip of a local eatery.
10.02.225 Each student will have at least three questions pertaining to "accuracy" that he/she will ask the restaurant manager.

10. EMPLOYABILITY SKILL: Accuracy

10.03 LEVEL OF PERFORMANCE: Unaware of Mistakes

ANNUAL GOAL: The student will be aware of his/her errors when they are pointed out, and will be able to correct them.

10.03.1 STIO: Given games to play which will develop awareness of mistakes, the student will begin to demonstrate an understanding of a need for accuracy.

10.03.11 Given games in which correct answers must be given to score points or to advance to win, the student will give correct answers with frequency.
10.03.111 The student will play chalkboard football with math facts. (e.g., The student answers with correct math fact to move the ball forward five yards for his/her team.)
10.03.112 On a gameboard, the student reads functional word card correctly to move forward one space toward goal.
10.03.113 The student will play spelling tic-tac-toe or spelling baseball.
10.03.114 The student will play reading Bingo with Dolch words or telling-time Bingo.
10.03.115 The student will participate in old-fashioned spelling bee.

10.03.12 Given pictures with parts missing or incorrect, the student will identify and explains the missing or incorrect parts.
10.03.121 The student will point to missing parts of pictures and tell what is missing. (e.g., a leg of a chair, the tail of a dog, etc.)
10.03.122 The student will point to incorrect parts of pictures and explain what should be pictured. (e.g., duck's feet on a dog, an upside-down tree, etc.).
10.03.123 The student will find the picture out of sequence in a series of three-to-five pictures depicting an event and place it correctly.
10.03.124 The student will draw in the missing parts of pictures on a worksheet.
10.03.125 On a picture worksheet, the student will circle all the hidden objects in the drawing.

10.03.2 STIO: Given inspection-type tasks with work samples, the student will find the incorrect samples and separate them from the correct samples.

10.03.21 Given 50 zip-lock plastic bags in which are packaged 10 ten-penny nails, the student will inspect the bags, separating out those bags with too few or too many nails.
10.03.211 The student will count the number of nails in each bag.
10.03.212 The student will check for a full-sized, flat, round head on each nail.
10.03.213 The student will check for a sharp point on the end of each nail.
10.03.214 The student will open bags with too many nails, take out the extra nails, then relock the bag.
10.03.215 The student will add the needed number of nails to the bags not containing ten nails and relock the bags.

10.03.22 Given 50 zip-lock plastic bags in which are packaged with five assemblies of a bolt, washer, and nut, screwed together, the student will inspect each bag for the necessary parts and proper assembly, separating out those which are incorrect.
  10.03.221 The student will count the number of assemblies in each bag.
  10.03.222 The student will check each assembly to see that the bolt has a washer and nut screwed together.
  10.03.223 The student will add washers to those assemblies needing washers.
  10.03.224 The student will add nuts to those assemblies needing nuts.
  10.03.225 The student will add or subtract assemblies as needed to those bags with incorrect number and relock bags.

10. EMPLOYABILITY SKILL: Accuracy

10.04 LEVEL OF PERFORMANCE: Corrects Mistakes When Shown

ANNUAL GOAL: The student will occasionally discover his/her own errors and will correct them.

10.04.1 STIO: Given simulated job experiences, the student will correct mistakes when they are called to his/her attention.

10.04.11 When shown that he/she has miscalculated the numbers of booklets that should be placed in a box for shipping, the student will correctly recount the required booklets needed in the box and will correct his/her mistake, with 95 percent accuracy.
  10.04.111 The student will count the booklets in a correct box.
  10.04.112 The student will count the number of booklets which he/she packed in a box.
  10.04.113 The student will note the difference in the number of booklets in the correct box and in the one which he/she packed.
  10.04.114 The student will respond with the correct number when asked.
  10.04.115 The student will correct the number of booklets which he/she packed by adding or subtracting the needed number.

10.04.12 After the mistakes the student has made on a matching-type activity have been pointed out, the student will, with 95 percent accuracy, be able to correct them.
  10.04.121 The student will observe the instructor marking the mistakes on the matching activity.
  10.04.122 The student will correct the mistakes on the matching activity.
  10.04.123 The student will observe the teacher do a matching activity incorrectly.
  10.04.124 The student will correct the teacher's mistakes.
  10.04.125 The student will correct the mistakes of another student's matching activity.

10.04.2 STIO: Given numbers and pictures, the student will be able to conduct matching operations.

10.04.21 When shown a group of numbers out of sequence, the student will correct them.
  10.04.211 The student will observe a group of numbers out of sequence on chalkboard, flashcards, etc.
  10.04.212 The student will be shown the group of numbers in proper sequence.
  10.04.213 The student will put the first group of numbers in proper sequence.
  10.04.214 The student will observe a different group of numbers out of sequence.
  10.04.215 The student will place the second group of numbers in proper sequence.

10.04.22 The student will correctly match the names of simple pictures to the pictures. (truck, car, tractor, bus, etc.)
  10.04.221 The student will observe a picture of a truck with the title house.
  10.04.222 The student will give the correct name of the picture. (truck)
  10.04.223 The student will observe two pictures, one of a car and one of a bus. (the car title is correct, but the bus is titled house)
  10.04.224 The student will correct the picture of the bus.
  10.04.225 The student will be shown three pictures; two will be correct. The student will correct the misnamed picture.

10. EMPLOYABILITY SKILL: Accuracy

10.05 LEVEL OF PERFORMANCE: Corrects Some Mistakes on Own

ANNUAL GOAL: The student will often discover his/her own errors and will correct them.

10.05.1 STIO: Given simple checklist procedures, the student will inventory his/her job so that he/she can catch and correct his/her errors.

10.05.11 Given a job task where the student is required to staple various multi-colored sheets or collate numbered sheets, the student will recognize his/her errors when he/she ends up with insufficient papers to complete the task.
  10.05.111 The student will watch the teacher prepare piles of paper to be collated or stapled, being careful to place an equal number of papers in each pile. (The teacher will select the number of piles and the number of papers in each pile to ensure a proper level of difficulty.)

10.05.112 The student will listen to instruction given by the teacher about the task, observing the teacher doing a few examples.
10.05.113 The student will perform the task alone.
10.05.114 When the student is finished, he/she will inform the teacher. (If there are left-over papers, the student will go over his/her work with the standard the teacher gave him/her.)
10.05.115 The student will go over his/her work, using the standard till he/she has found one mistake.
(If no mistakes are made in any of these tasks, the teacher will give the student verbal praise and increase the difficulty of the task.)

10.05.12 Given a job task to count out and place in a plastic bag, various amounts of multi-sized screws or various amounts of multi-colored beads, the student will discover he/she has made a mistake when he/she comes up with insufficient items to complete the task.
10.05.121 The student will watch the teacher count out the items to be used and separate them into piles. (The amounts of each item will be determined by the student's level of functioning.)
10.05.122 The student will listen to the explanation of the task by the teacher, observing the teacher doing a few sample tasks. (e.g., place three screws of one size, five of another size, and four of another size into each bag.)
10.05.123 The student will perform the task alone.
10.05.124 When finished, the student will check over his/her work with the standard given him/her by the teacher.
10.05.125 The student will check his/her work using the standard until he/she has discovered two mistakes.

10.05.2 STIO: Given simple academic tasks to perform, the student will check his/her own work through alternate means.

10.05.21 Given simple addition or subtraction problems to perform, the student will check his/her work for accuracy through the use of an abacus or a simple counting device.
10.05.211 The student will be given simple addition problems to perform. (The number of problems and the level of difficulty will be determined by the student's mathematical level.)
10.05.212 The student will work on the problems until completion.
10.05.213 Upon completing the problems, the student will check his/her answers through the use of an abacus or some other simple counting device.
10.05.214 The student will be given simple subtraction problems to perform.
10.05.215 The student will work the problems to completion.
10.05.216 The student will check his/her work with an abacus or simple counting device.

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10.05.22 The student will be given a simple reading comprehension assignment or a listening skills assignment to perform. Upon completing the assignment, the student will re-read or listen again to the passage and review his/her answers for possible correction.

- 10.05.221 The student will be given a passage that is of interest to him/her and within his/her range of comprehension.
- 10.05.222 The student will listen to the passage.
- 10.05.223 The student will read the passage aloud and answer questions about the passage.
- 10.05.224 The student will then re-read the section or listen to it again.
- 10.05.225 The student will then review his/her answers to the questions and make necessary changes.
- 10.05.226 The student will check and score his/her answers against an answer sheet.

10. EMPLOYABILITY SKILL: Accuracy

10.06 LEVEL OF PERFORMANCE: Corrects Most Mistakes on Own

ANNUAL GOAL: The student will increase in accuracy when he/she is given training on tasks.

10.06.1 STIO: After taking a pencil/paper test, the student will recheck work and correct problems before submitting to the teacher for grading.

10.06.11 After completing a 20-problem second-grade-level addition test, the student will recheck each problem and correct the work until the teacher has stated that it is 80 percent accurate.

- 10.06.111 The student will complete a math problem on the blackboard, check it, and explain the steps of the problem orally to the teacher.
- 10.06.112 Using a set of 20 cards with addition problems on them, laid face down on a table, the student will choose any card at random, work the problems, recheck and correct them before returning the card to the table.
- 10.06.113 Two teams are chosen, and each student is given a problem at the board as he/she goes to the front of the line; each must work and check the problem before the next teammate can do his/hers. (like a relay race)
- 10.06.114 After completing a worksheet of 20 problems, the student must circle every problem that he/she has rechecked.
- 10.06.115 The student will be given over-sized Bingo cards on which there will be numbers that are the answers to 20 pre-selected problems. The teacher will select the problem, hold it up, and the student will solve the problem and check to see if he/she has that number on his/her card. He/she then will place a chip on the answer and play like Bingo.

10.06.12 After completing a ten-word food spelling test, the student will recheck each word and correct work until the teacher determines it to be 90 percent accurate.
- 10.06.121 The teacher will put 10 words on the bulletin board, and the student will take the ones off he/she thinks are misspelled. (leaving only the correct answers)
- 10.06.122 From a list of 20 words, some of which are misspelled, the student will put a smiley face beside the correct ones and a frowny face beside the incorrect ones.
- 10.06.123 The student is given a list of 20 words with letters missing. The student must fill in the missing letters and check himself/herself by putting the page number of the classroom dictionary where the word is found.
- 10.06.124 The student will copy a short story that has some misspelled words and correct all of the incorrect words by using his/her spelling or vocabulary words.
- 10.06.125 On a 15-word spelling test, the student will write the words and correct each misspelled word.

10.06.2 STIO: After completing a job-related worksheet, the student will check it for accuracy by comparing it with a completed sample and correcting any errors before turning it back to the teacher.

10.06.21 After completing an addition worksheet of 20 work-related problems at his/her math level, the student will check each one for accuracy by subtraction.
- 10.06.211 When shown a math problem at his/her level on a flashcard, the student will accurately give the answer after working on paper.
- 10.06.212 Given a subtraction problem, the student will correctly compute the answer.
- 10.06.213 Given a worksheet of five addition problems, the student will work them and will check the answers for accuracy by subtracting and will correct those with errors.
- 10.06.214 When given 16 addition problems with answers, the student will check them to see if they are correct, circling the incorrect ones.
- 10.06.215 The student will correct the circled problems on the worksheet, checking by subtracting method.

10.06.22 Given a list of 20 misspelled work-related words, the student will correct the words using a dictionary to find the correct spelling.
- 10.06.221 Using 10 words on a flannel board not in any given order, the student will come up and put the words in alphabetical order.
- 10.06.222 With 10 words on a worksheet, the student will number them in correct alphabetical order.
- 10.06.223 With each student having a dictionary, the teacher will write a word on the board. The first student to find it, will stand and read the page number and then correctly spell the word.

10.06.224 Using his weekly spelling list, the student will find each word in the dictionary and write the page number for it.
10.06.225 Given a list of 10 words (with some spelled incorrectly), the student will look up each one and correct the ones that are misspelled.

10. EMPLOYABILITY SKILL: Accuracy

10.07 LEVEL OF PERFORMANCE: Improves Accuracy With Help

ANNUAL GOAL: The student will recognize his/her occasional errors and will make an effort to reduce their frequency.

10.07.1 ST10: Given a pre-test, one week of daily practice with instruction, and a post-test, the student will demonstrate progress in accuracy in an academic skill.

10.07.11 Given a word-recognition pre-test, one hour of verbal and written drills daily per week, and a post-test, the student will decrease word recognition errors by 50 percent.

10.07.111 The student will use language master and taped, functional word cards to provide listening and recording practice.
10.07.112 The student will use flash cards of functional reading words for oral recognition drills.
10.07.113 The student will match word cards to appropriate pictures at a bulletin board.
10.07.114 The student will play Bingo word game using functional reading words.
10.07.115 The student will trace functional reading words with finger or pencil while blending and sounding the words.
10.07.116 The student will trace and write each of ten words five times each.

10.07.12 Given a math facts pre-test and one hour of verbal and written drills daily per week, and a post-test, the student will decrease math fact errors by 50 percent.
10.07.121 The student will drill daily for 15 minutes, using flashcards on addition, subtraction, multiplication, or division.
10.07.122 The student will use math facts musical records and learn to sing them.
10.07.123 The student will do daily worksheets on math facts, matching facts to drawings.
10.07.124 The student will play Bingo game with math facts.
10.07.125 The student will participate in relay races to chalkboard to write sequences of facts, each student writing the next one, etc., to see which team finishes first.
10.07.126 The student will use language master and tape cards to practice facts individually.

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10.07.2 STIO: Given a pre-test, one week of daily practice with instruction, and a post-test, the student will demonstrate progress in accuracy at a pre-vocational work-sample learning station.

10.07.21 Given a pre-test, one week of daily practice, and a post-test on a pre-vocational work-sample learning station involving inspection and sorting skills, the student will demonstrate 30 percent increased accuracy.

- 10.07.211 The student will sort red, blue, and yellow poker chips into three containers, discarding chipped, cracked, or broken ones.
- 10.07.212 The student will sort knives, forks, and spoons into silverware trays, putting stained or unclean ones into dishpan.
- 10.07.213 The student will sort pictures of fish, birds, and animals into boxes, discarding all other pictures into larger discard box.
- 10.07.214 The student will sort assorted wooden beads into small, medium, and large size, putting into containers.
- 10.07.215 The student will sort colored pencils or pieces of chalk into packages of eight of same color in a plastic bag, discarding broken ones.
- 10.07.216 The student will sort and count beans or seeds of different sizes, putting 10 of each per small envelope. (lima beans, navy beans, pinto beans, etc.)

10.07.22 Given a pre-test, one week of daily practice and a post-test on a pre-vocational work-sample learning station involving counting and packaging, the student will demonstrate 30 percent increased accuracy.

- 10.07.221 The student will count wooden popsicle sticks into groups of 10 and place rubber band around each bundle of 10. (Work 15 minutes.)
- 10.07.222 The student will count red poker chips and pack 20 into each plastic bag. (Work 20 minutes.)
- 10.07.223 The student will count sheets of paper, fold and place into envelopes, three sheets per envelope. (Work 20 minutes.)
- 10.07.224 The student will count 10 nails or screws of the same length from mixed container and place in small envelope. (Work 20 minutes.)
- 10.07.225 The student will count 30 sunflower seeds (or pumpkin seeds) from box and place into envelope or small plastic bag. (Work 20 minutes.)
- 10.07.226 The student will count, wrap individually, and package 10 plastic cups per shoe box.

10. EMPLOYABILITY SKILL: Accuracy

10.08 LEVEL OF PERFORMANCE: Tries to Improve on Own

ANNUAL GOAL: The student will seldom make an error; but when he/she does, he/she will recognize and correct it immediately.

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10.08.1 STIO: Given a task, the student will begin to recognize occasional errors and make an effort to reduce their frequency.

10.08.11 Given a 10-word spelling list, the student will study the words, take a test, and correct all misspelled words in order to reduce the chance of error in the future.
- 10.08.111 Given 10 new spelling words, the student will study the words through teacher-assigned classwork, study sheets, spelling bees, etc.
- 10.08.112 The student will be encouraged by the teacher to study during his/her own time both individually and with other students in small groups.
- 10.08.113 The student will be given a written spelling test.
- 10.08.114 The student will correct his/her own paper, checking the test answers on a chalkboard placed there by the teacher. (Grades will be recorded on a chart so the student may see his/her progress from week to week.)
- 10.08.115 The student will correct misspelled words, will spell them orally to the teacher, and study them for re-testing.

10.08.12 Given 10 subtraction problems, the student will learn to correct those occasional errors he/she may make by addition method.
- 10.08.121 The student will listen to the teacher explain and demonstrate how to check subtraction answers through addition.
- 10.08.122 With teacher assistance, the student will complete a subtraction problem on the chalkboard by checking the answer through addition.
- 10.08.123 Given several subtraction problems, the student will complete the assignment by checking the answers through addition with minimal teacher assistance.
- 10.08.124 Given 10 subtraction problems, the student will complete the assignment by checking all answers through addition.
- 10.08.125 The student will have all grades recorded on a chart so he/she may see his/her progress.

10.08.2 STIO: Given a practical task of construction or assembling, the student will perform it accurately, correcting his/her own errors.

10.08.21 Given the task of joining wood together in a simple, set manner (wooden pallets), the student will complete the task, correcting all mistakes with minimal teacher direction and/or correction.
- 10.08.211 The student will listen to teacher explanation and watch demonstration of entire task. (e.g., how to properly place boards, how to join boards with hammer and nails, staple or nail guns; and how to follow safety procedures.)
- 10.08.212 The student will listen to teacher explain the importance of joining the wood accurately. The student also will listen to teacher explain that a chart will be kept showing how many (pallets, etc.) the student built correctly in a given period of time.

10.08.213 The student will watch the teacher explain and demonstrate how to pull out a staple or nail incorrectly placed.
10.08.214 With the teacher physically assisting, the student will set up the boards and join them in the pre-determined way. The student will be reminded by the teacher not to rush, but to perform task accurately.
10.08.215 With minimal teacher assistance, the student will complete the entire task. He/she will be able to look for and pull out on his/her own any staples or nails incorrectly placed.

10.08.22 Given the task of measuring and cutting boards to a given length, the student will complete the task with only occasional errors which he/she will recognize and make an effort to reduce.
10.08.221 The student will watch the teacher explain and demonstrate entire task of correctly measuring and cutting a board to a desired length with a hand or electric saw.
10.08.222 The student will listen to the teacher explain the importance of measuring and cutting boards accurately. The student will be shown a chart about how to record cuts during a period of time.
10.08.223 With teacher assistance, the student will measure and cut boards to a desired length.
10.08.224 With teacher assistance, the student will be able to recognize boards that are not cut properly or to desired length.
10.08.225 With minimal teacher assistance, the student will measure and cut boards accurately to a desired length with only occasional errors which he/she will recognize and make an effort to reduce.

10. EMPLOYABILITY SKILL: Accuracy

10.09 LEVEL OF PERFORMANCE: Corrects Own Mistakes

ANNUAL GOAL: The student will make virtually no mistakes once he/she has learned a task.

10.09.1 STIO: Given a written assignment, the student will correct all spelling errors voluntarily.

10.09.11 Given a written assignment, the student will correct all spelling errors voluntarily.
10.09.111 When asked, the student will describe two reasons why he/she should write neatly. (e.g., easy to read, neatness.)
10.09.112 When asked, the student will give two reasons why he/she should make no errors while writing. (e.g., correct meaning of words, reflection of self.)

10.09.113 The student will write sentences placed on board without error (i.e., accurately, legibly).
10.09.114 When asked, the student will write or copy sentences on board without error under teacher supervision (i.e., legibly, without error).
10.09.115 When given an assignment to be written, the student will do so without error (i.e., accurately, neatly).

10.09.12 Given an application form with eight basic information questions and a dictionary, the student will make no more than one spelling error.
10.09.121 The student will demonstrate ability to locate basic words in a dictionary under teacher supervision.
10.09.122 The student will explain two reasons why it is important to complete an application form without error: accurate information, neatness.
10.09.123 When given a completed application form, the student will rewrite and correct it with no errors under teacher supervision.
10.09.124 When given a blank application form, the student will fill in appropriate information under teacher assistance (i.e., without error, legibly).
10.09.125 When given a blank application form, the student will complete it to teacher's satisfaction (i.e., neatly, accurately).

10.09.2 STIO: When asked, the student will describe why inaccuracies must be corrected for both in-school and out-of-school work.

10.09.21 When given a work assignment, the student will recognize his/her inaccuracies and correct them immediately to the satisfaction of the teacher.
10.09.211 The student will verbally state two reasons how workers make mistakes on the job: carelessness, missing parts.
10.09.212 The student will verbally describe two reasons for correcting mistakes when performing a task: to ensure job safety, to retain employment.
10.09.213 The student will explain two reasons why employers must have workers who correct their own mistakes: quality products, worker safety.
10.09.214 The student will complete room assignment, correcting mistakes pointed out by teacher. (e.g., shelving books, cleaning boards)
10.09.215 Given a room assignment with a series of two-to-four directions, the student without assistance will correct his/her own mistakes to the satisfaction of the teacher. (e.g., closing windows, emptying wastebaskets, etc.)

10.09.22 When asked, the student will perform tasks outside the classroom, correcting his/her own mistakes with enough accuracy to retain his/her job.
10.09.221 The student will assist school custodian, correcting mistakes without assistance. (e.g., re-cleaning rooms, caring for tools)

10.09.222 The student will assist school secretary, correcting mistakes without assistance. (e.g., cleaning office machines, shelving stapled papers)

10.09.223 The student will assist in cafeteria, correcting mistakes to the satisfaction of food service personnel. (e.g., re-washing dishes, storing utensils)

10.09.224 The student will assist coaching staff, correcting mistakes on his/her own without assistance. (e.g., cleaning equipment, storing equipment)

10.09.225 The student will discuss with the supervisor the results of his/her work and what is needed to retain employment.

10. EMPLOYABILITY SKILL: Accuracy

10.10 LEVEL OF PERFORMANCE: Perfect Accuracy

ANNUAL GOAL: The student will have an understanding of the importance of accuracy and will perform with enough accuracy to gain and retain employment.

10.10.1 STIO: Given a job task, the student will explain the importance of accuracy in completing the task.

10.10.11 Given an assembly-line situation, the student will state five reasons for accuracy in completing the assembly.

10.10.111 The student will view a film/filmstrip on assembly-line tasks and will discuss accuracy on the worker's part.

10.10.112 The student will visit a local industry with an assembly-line operation.

10.10.113 The student will listen to a local employer who will visit the class to discuss the importance of accuracy and how it effects his/her business.

10.10.114 The student and teacher will make a chart listing reasons for accuracy on the job.

10.10.115 After viewing a skit on assembly-line inaccuracy, the student will role play the same situation accurately.

10.10.12 Given a checkbook register, the student will state three reasons for accuracy in calculating the balance. (The student has the skills necessary for computation.)

10.10.121 Given an incorrect checkbook register, the student will make the necessary computations to balance the account.

10.10.122 The student will view a film/filmstrip on what happens when a check is returned for insufficient funds.

10.10.123 The student will visit a local bank to observe their procedures in returning a check.

10.10.124 The student will visit a local merchant and discuss how returned checks affect his/her business.

10.10.125 The student and teacher will make a chart listing reasons for accuracy in calculating a checkbook balance.

10.10.2 STIO: Given a job task, the student will perform the task with perfect accuracy.

10.10.21 Given the task of placing numbered sheets into a folder with the same number, the student will complete the task with perfect accuracy. (Numbers are commensurate with the student's ability.)
- 10.10.211 The student will put the sheets in numerical order, smallest to largest.
- 10.10.212 The student will put the folders in numerical order, smallest to largest.
- 10.10.213 The student will put the numbered sheets in the proper folder.
- 10.10.214 The student will check his/her work for errors.
- 10.10.215 The student will submit his/her assignments when he/she is sure of its accuracy.

10.10.22 Given an inventory sheet containing five errors, the student will locate the errors and correct them. (Numbers are commensurate with student's ability.)
- 10.10.221 The student will be able to identify products on the shelf.
- 10.10.222 The student will be able to identify products on the inventory sheet.
- 10.10.223 The student will count the first item on the shelf.
- 10.10.224 The student will check his/her count with the inventory sheet and correct it if necessary.
- 10.10.225 The student will continue with the above procedure until he/she has corrected the inventory sheet.

NOTES:

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11. EMPLOYABILITY SKILL: Dexterity

11.01 LEVEL OF PERFORMANCE: Uncoordinated

ANNUAL GOAL: The student will be able to coordinate his/her physical movement in executing a task, but lack the physical coordination or grace to smoothly execute the task.

11.01.1 STIO: Given a simple task, the student will develop gross coordination skills to perform the task adequately.

- 11.01.11 Given a movement command by the instructor, the student will smoothly perform that movement.
    - 11.01.111 The student will touch his/her toes as if to pick up an object such as a tool or package.
    - 11.01.112 During a physical activity period, the student will successfully do physical exercises such as 10 jumping jacks or five jumps with a jump rope.
    - 11.01.113 The student will successfully go through a teacher-made obstacle course with such activities as running around desks, running through a row of rings (hula hoops), and climbing a rope.
    - 11.01.114 When asked, the student will make gross motor movements while sitting in his/her seat, such as circular arm movements,raising hands above head,while playing a game such as Simon Says.
    - 11.01.115 The student will fellow the teacher's commands as follows: stand up, sit on the chair, lift left arm, etc.

- 11.01.12 Given a box to place in a given location, the student will be able to pick up the box and relocate it within five minutes.
    - 11.01.121 The student will be able to make a lifting motion as if to lift a box or tool at work.
    - 11.01.122 The student will successfully carry a grocery box five times around the classroom or up and down the rows of desks.
    - 11.01.123 When told to go to a certain location, the student will go there and receive the signature of the person at the location, such as the custodian or cook.
    - 11.01.124 The student will relocate books from one shelf to another, for example, from the bottom shelf to the next shelf up or from the bottom to the top shelf.
    - 11.01.125 When asked, the student will relocate objects in the classroom from one bookcase or table to another. (e.g., pieces of audio-visual equipment, classroom learning aids, such as maps or the globe.)

11.01.2 STIO: Given a simple task, the student will develop locomotive skills necessary to perform the task adequately.

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11.01.21 The student will begin to be able to move smoothly from one place to another by performing walking skills with 100 percent accuracy.
  11.01.211 When asked, the student will walk with hand following the lead foot.
  11.01.212 When asked, the student will walk with foot crossing over the opposite side of his midline (i.e., scissors step).
  11.01.213 When asked, the student will move laterally by sliding a step to the right and then a step to the left.
  11.01.214 When asked, the student will walk along a tape line with one foot in front of the other.
  11.01.215 When asked, the student will successfully walk the length of a two-foot-high balance beam.

11.01.22 The student will begin to be able to move smoothly from one place to another by performing a hopping and jumping skill correctly.
  11.01.221 When asked, the student will jump with two feet on a large gym mat.
  11.01.222 When asked, the student will jump in place, bringing both knees up high and touching the knees with both hands.
  11.01.223 When asked, the student will do ten jumping jacks in place.
  11.01.224 When asked, the student will alternately hop the length of the classroom on the left foot and return the distance hopping on the right foot.

11. EMPLOYABILITY SKILL: Dexterity

11.02 LEVEL OF PERFORMANCE: Clumsy

ANNUAL GOAL: The student will be able to execute a task but will have difficulty performing the task because his/her coordination of body and hand movements will be poor.

11.02.1 STIO: Given simple performance directions, the student will be able to demonstrate an adequate degree of coordination.

11.02.11 Given five books, the student will adequately stack these on top of each other within five minutes.
  11.02.111 The student will feel and handle the book.
  11.02.112 The student will determine how the books are to be stacked and choose the books to stack.
  11.02.113 The student will observe the difference in a flat, orderly stack and one that is not neatly lined up.
  11.02.114 The student will stack the books with the face side up.
  11.02.115 The student will keep all edges lined up and line back binders to make a straight line.

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11.02.12 When given instructions, the student will be able to walk smoothly over to the window, pull up the latch, and open the window within five minutes.
- 11.02.121 The student will find the easiest way to walk to the window.
- 11.02.122 The student will be able to find the window.
- 11.02.123 The student will be able to open a latch.
- 11.02.124 The student will discover where to lift the window.
- 11.02.125 The student will open the window.

11.02.2 STIO: Given an exercise requiring coordination and balance, the student will be able to perform three consecutive tasks without fail.

11.02.21 The student will pour water into three glasses with minimal spilling.
- 11.02.211 The student will fill a pitcher with water.
- 11.02.212 The student will arrange the glasses on the table.
- 11.02.213 The student will fill each glass with water.
- 11.02.214 The student will place three additional glasses on the table.
- 11.02.215 The student will fill each of the additonal glasses approximately half full and then completely full without spilling the water.

11.02.22 The student will fold three pieces of construction paper in half consecutively without fail.
- 11.02.221 The student will observe the teacher fold a piece of construction paper in half.
- 11.02.222 The student will make a fold in the paper, making creases.
- 11.02.223 The student will fold a sheet of construction paper in half.
- 11.02.224 The student will make sure the folded paper has edges matched.
- 11.02.225 The student will make three folded pieces of construction paper on a continued basis with evenly matched edges to the satisfaction of the supervisor.

11. EMPLOYABILITY SKILL: Dexterity

11.03 LEVEL OF PERFORMANCE: Awkward

ANNUAL GOAL: The student will be able to perform tasks, but will be hindered in the completion of the tasks because of slowness of physical movement.

11.03.1 STIO: Given simple performance directions, the student will be able to demonstrate an adequate degree of coordination.

11.03.11 Given a package to deliver to another floor, the student will walk up the stairs with the package and return down the stairs without falling.
- 11.03.111 Given an object to pick up, the student will, after receiving proper instructions, pick the object up correctly.

11.03.112 Given an object to carry (several books) the student will, after a demonstration, carry the object from one location in the room to another.

11.03.113 Given a demonstration on how to walk carrying a package, the student will then demonstrate to the teacher the correct method of carrying the package.

11.03.114 Given a demonstration on how to walk through a door with a package, the student will carry a package through a doorway correctly.

11.03.115 Given a demonstration on walking up stairs with a package, the student will carry a package correctly up the stairs to another room.

11.03.12 Given the necessary instruments to wash the windows of the room, the student will be able to show enough coordination to adequately clean the windows.

11.03.121 Given a demonstration on filling a bucket with water and carrying it across the room, the student will complete the task without spilling the water.

11.03.122 Given a demonstration on climbing up a ladder, the student will climb the ladder in the proper manner, maintaining good balance.

11.03.123 Given a demonstration by another student on how to wet the sponge and ring it out, the student will complete the task without getting water on the floor.

11.03.124 Given a demonstration by another student on the proper stroking technique for washing, the student will imitate the actions of the other student successfully.

11.03.125 Given the task of washing windows, the student will keep progressing until all phases of the task are completed to the satisfaction of the teacher.

11.03.2 STIO: Given tasks requiring body coordination of the arms and legs, the student will develop through practice those skills necessary to perform the tasks.

11.03.21 Given the job of washing the blackboards, the student will demonstrate the proper and necessary coordination to achieve the task.

11.03.211 Given a demonstration on the collection of materials necessary to wash the blackboard, the student will collect the materials on his/her own and bring them to the classroom.

11.03.212 Given a demonstration on cleaning the chalk from the board, the student will correctly erase chalk from the board.

11.03.213 Given a demonstration by another student of filling up the bucket with water and carrying it to the classroom, the student will do the same without spilling the water.

11.03.214 Given a demonstration by another student of washing an area of the board, the student will also properly wash an area of the board, following the example.

11.03.215 The student will properly wash a blackboard.

11.03.22 Given the job of collecting lunch trays and stacking them for the dishwasher, the student will demonstrate the necessary coordination to complete the task.

11.03.221 Given a demonstration on collecting trays from one table, the student will properly collect and carry the trays from that table.

11.03.222 Given a demonstration on carrying a stack of trays from a table to the kitchen, the student will complete the task satisfactorily.
11.03.223 Given a demonstration on collecting trays from two tables, the student will properly collect them from the two tables.
11.03.224 Given a demonstration on carrying trays from the tables to the kitchen and observing safety rules, the student will observe safety rules as he/she completes the task.
11.03.225 The student will clear the tables of trays and stack them to the satisfaction of the cafeteria supervisor.

11. EMPLOYABILITY SKILL: Dexterity

11.04 LEVEL OF PERFORMANCE: Impeded

ANNUAL GOAL: The student will complete tasks where fine-motor or small muscle accuracy is not critical. These tasks might include frequent use of arms and legs for walking, bending, and lifting.

11.04.1 STIO: Given a specific job to perform, the student will exercise the deftness necessary to perform the tasks of the job slowly without a time limit.

11.04.11 Given a task to perform, the student will slowly complete the task with assistance.
11.04.111 Given a string and 30 assorted beads, the student will string the beads with assistance.
11.04.112 Given Peg-It number boards and pegs, the student will fill each pegboard with the proper number of pegs under assistance.
11.04.113 Given Tactilmat locking numbers, the student will lock the proper number combinations to complete the task.
11.04.114 Given 15 plastic bolts and 15 nuts, the student will complete the task by screwing one nut on each bolt.
11.04.115 Given 10 Playschool Match-Ups, the student will complete each frame by locking the matching picture puzzles with assistance.

11.04.12 Given an activity, the student will slowly complete the task without assistance.
11.04.121 Given a string and set of assorted beads, the student will string all the beads without assistance.
11.04.122 Given Peg-It Number Boards and pegs, the student will complete each peg board by inserting the proper number of pegs without assistance.
11.04.123 Given a set of Tactilmat Locking Numbers, the student will lock the proper number combinations to complete the task without assistance.
11.04.124 Given 15 plastic bolts and 15 nuts, the student will complete the assembly of the 15 units without assistance.
11.04.125 Given 10 Playschool Match-Up's, the student will complete each frame by locking the matching picture puzzles without assistance.

11.04.2 STIO: Given a specific task to perform, the student will complete the task slowly but within a given time limit.

11.04.21 Given an activity with a 30 minute time limit, the student will perform slowly but consistently and complete the activity within the alloted time period.
- 11.04.211 Given a string and 30 beads, the student will string the beads in 30 minutes.
- 11.04.212 Given 10 Peg-It Number Boards and the proper number of pegs, the student will fill the 10 boards in 30 minutes.
- 11.04.213 Given 10 Tactical Locking Numbers, the student will lock the proper number combinations, completing the task in 30 minutes.
- 11.04.214 Given 15 plastic bolts and 15 nuts, the student will screw one nut on each bolt and complete the 15 assemblies in 30 minutes.
- 11.04.215 Given 10 Playschool Match-Ups, the student will complete the 10 frames of locking picture puzzles within 30 minutes.

11.04.22 Given an activity to be completed in a 15 minute time limit, the student will finish the task within the time alloted.
- 11.04.221 Given a string and 30 beads, the student will string the beads in 15 minutes.
- 11.04.222 Given 10 Peg-It Number Boards and the proper number of pegs, the student will fill the 10 boards in 15 minutes.
- 11.04.223 Given 10 Tactical Locking Numbers, the student will lock the proper number combinations, completing the task in 15 minutes.
- 11.04.224 Given 15 plastic bolts and 15 nuts, the student will screw one nut on each bolt and complete the 15 assemblies in 15 minutes.
- 11.04.225 Given 10 Playschool Match-Ups, the student will complete the 10 frames of locking picture puzzles within 15 minutes.

11. EMPLOYABILITY SKILL: Dexterity

11.05 LEVEL OF PERFORMANCE: Gross-Motor

ANNUAL GOAL: The student will have adequate gross body movement, to perform tasks and he/she will be able to also be trained to perform some tasks requiring fine-motor or eye-hand coordination.

11.05.1 STIO: Given a task to be completed in a given amount of time, the student will demonstrate accuracy in completing the task.

11.05.11 Given 10 boxes on a table and the instructions to place the boxes on a shelf, the student will perform the task without dropping the boxes, within a reasonable amount of time.
- 11.05.111 The student will read the instructions and put five boxes on the shelf.
- 11.05.112 The student will remove the five boxes and replace them with the other five boxes.
- 11.05.113 The student will remove those five boxes from the shelf.

11.05.114 The student will place all boxes on the shelf.
11.05.115 The student will remove all boxes from the shelf without any accidents.

11.05.12 Given a container of tiny rivets, the student will separate those damaged or smashed rivets within 30 minutes.
  11.05.121 The student will remove tiny rivets from the container.
  11.05.122 The student will inspect the rivets for shape.
  11.05.123 The student will separate those damaged or smashed rivets from the good rivets.
  11.05.124 The student will place the damaged rivets in a container.
  11.05.125 The student will increase the pace of the task to meet the time limit.

11.05.2 STIO: Given a task involving gross dexterity to be completed in a given amount of time, the student will perform the task with a demonstration of accuracy.

11.05.21 Given a simple large-piece puzzle to assemble, the student will accurately fit the puzzle together in 15 minutes.
  11.05.211 Given 10 vinyl shapes arranged from one to ten by difficulty, the student will reproduce the shapes by tracing on paper within 15 minutes.
  11.05.212 Given a picture of a clown, the student will reproduce the picture with the enclosed pieces of a puzzle within 15 minutes.
  11.05.213 Given 10 pattern cards, the student will reproduce the patterns by laying the appropriate colors on each black card within 15 minutes.
  11.05.214 Given a container holding a sufficient amount of parquetry blocks and a reproduction board, the student will arrange the blocks to reproduce the illustrated design as shown within 30 minutes.
  11.05.215 Given a sample block to work from,the student will reproduce the models within 15 minutes.

11.05.22 Given a box of 75 plastic containers and 75 plastic curlers, the student will place a styrofoam curler in each and replace the lid within 15 minutes.
  11.05.221 Given 15 cylinders and a can, the student will package according to the directions within 15 minutes.
  11.05.222 Given any assortment of colored discs and pegs, the student will put each in its corresponding container within 15 minutes.
  11.05.223 Given 40 two-ounce plastic containers with lids and five pounds of navy beans, the student will completely fill the plastic containers and secure the lids within 30 minutes.
  11.05.224 Given a container with eight sections of 70 bingo chips each and 16 penny wrappers, the student will package each group of 70 bingo chips into a penny wrapper and tightly secure the ends within 30 minutes.
  11.05.225 Given directions by the instructor, a box of manila envelopes, and numerous washers, nuts, screws, bolts, springs, and grommets, the student will package them as indicated on the instruction sheet within 15 minutes.

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11. EMPLOYABILITY SKILL: Dexterity

11.06 LEVEL OF PERFORMANCE: Fine-Motor

ANNUAL GOAL: The student will have smooth, gross body movement and will also be trained to do many tasks requiring fine-motor coordination.

11.06.1 STIO: Given a job task, the student will complete the task with smooth, easy movements.

- 11.06.11 Given the job task of washing dishes, the student will complete the task with smooth, easy movements.
  - 11.06.111 Given a demonstration, the student will observe another person washing plates.
  - 11.06.112 Given a simulated situation, the student will "wash" a given number of plates.
  - 11.06.113 Given 10 plates, the student will wash the plates using the movements/actions utilized by the demonstrator.
  - 11.06.114 Given 10 plates and 4 cups, the student will perform the necessary movements needed for washing dishes.
  - 11.06.115 The student will wash an assortment of dishes demonstrating smooth, easy movements.

- 11.06.12 Given the job task of mopping an average-sized room, the student will complete the task with smooth, easy movements.
  - 11.06.121 Given a demonstration, the student will observe another person mop a small section of a floor.
  - 11.06.122 Given a simulated situation, the student will reproduce the movements observed during the demonstration.
  - 11.06.123 Given a mop and bucket, the student will mop a small section of floor.
  - 11.06.124 Given a mop and bucket, the student will proceed through the movements and mop half of an average-sized room.
  - 11.06.125 The student will demonstrate the proper procedures for mopping a floor using smooth, easy movements.

11.06.2 STIO: Given a job task, the student will complete the task with average speed and accuracy.

- 11.06.21 Given the task of stacking light-weight (20-pound maximum) boxes, the student will complete the task with average speed and accuracy.
  - 11.06.211 Given a demonstration, the student will observe a person stacking the boxes.
  - 11.06.212 Given a simulated situation, the student will reproduce the movements observed during the demonstration, while stacking small, empty boxes.
  - 11.06.213 Given 10 boxes each weighing five pounds, the student will stack the boxes.
  - 11.06.214 Given 15 boxes weighing 10 pounds, the student will stack the boxes.
  - 11.06.215 The student will demonstrate average speed and accuracy while stacking 20 light-weight (20-pound maximum) boxes.

11.06.22 Given the task of cleaning lunch tables and chairs, the student will complete the task with average speed and accuracy.
  11.06.221 Given a demonstration, the student will observe another person complete the following: 1) disposing of refuse from a table; 2) wiping the table top, concentrating on soiled areas; 3) wiping chairs, concentrating on soiled areas; and 4) arranging the chairs in proper order.
  11.06.222 Given a simulated situation, the student will reproduce the movement and procedures observed during the demonstration.
  11.06.223 Given five dirty lunch tables, the student will clean the tables/chairs, using the procedures and movements outlined above.
  11.06.224 Given 10 dirty lunch tables, the student will clean the tables/chairs.
  11.06.225 The student will demonstrate average speed and accuracy while cleaning lunch tables/chairs.

11. EMPLOYABILITY SKILL: Dexterity

11.07 LEVEL OF PERFORAMNCE: Agile

ANNUAL GOAL: The student will be agile, have good fine-motor coordination, and have the ability to determine on his/her own the sequence of performance steps in assembly-type work.

11.07.1 STIO: Given a task involving basic hand and arm movements, the student will be able to accurately perform a job.

11.07.11 Given a box containing long and short rods, the student will sort them on the table, placing them in two groups with 100 percent accuracy.
  11.07.111 The student will empty a box of rods onto the table.
  11.07.112 The student will place the long rods in one pile.
  11.07.113 The student will place the short rods on another pile.
  11.07.114 The student will bundle the short rods in groups of ten and package them.
  11.07.115 The student will bundle the long rods in groups of ten and package them.

11.07.12 Given a batting practice warm-up exercise, the student will successfully hit the ball three of five times pitched.
  11.07.121 The student will select the bat with proper grip comfort.
  11.07.122 The student will step into a batter's box and prepare to hit.
  11.07.123 The student will swing the bat using correct form.
  11.07.124 The student will wait for a pitch that is in the strike zone.
  11.07.125 The student will hit three of five pitches.

11.07.2 STIO: Given a task involving body, hand, and finger movements, the student will be able to perform movements necessary for securing a job.

11.07.21 Given a practice session, the student will be able to sew successfully a zig-zag stitch on the sewing machine with 100 percent accuracy.

- 11.07.211 The student will get a sample piece of cloth and materials needed.
- 11.07.212 The student will line up the cloth under the needle on the machine.
- 11.07.213 The student will start the machine and begin sewing.
- 11.07.214 The student will move the cloth by holding the material with both hands, making sure that the hands are not too near the needle.
- 11.07.215 The student will follow a pre-marked design line with 100 percent accuracy.

11.07.22 Given a number painting, the student will complete the painting, using the correct colors asked for, and will stay within the lines with 75 percent accuracy.

- 11.07.221 The student will remove the painting and materials from the box.
- 11.07.222 The student will line up the paints asked for in the directions.
- 11.07.223 The student will study the directions, develop a plan, and approach the task.
- 11.07.224 The student will begin painting, concentrating on one color at a time.
- 11.07.225 The student will continue on a pre-determined plan with 75 percent accuracy.

11. EMPLOYABILITY SKILL: Dexterity

11.08 LEVEL OF PERFORMANCE: Adept

ANNUAL GOAL: The student will be very skillful in making use of hand and finger movements quickly and accurately after only a brief training period.

11.08.1 STIO: Given a series of assembly tasks requiring eye-hand coordination, the student will be able to complete them with satisfaction.

11.08.11 Given a specific assembly/disassembly operation, the student will prepare to perform the work.

- 11.08.111 The student will tell time, using a wrist watch and a stop watch.
- 11.08.112 The student will count to 15 orally, using a set of concrete objects.
- 11.08.113 The student will practice twisting metal fasteners. (e.g., screw with wing nut and wood screw with block of wood)
- 11.08.114 The student will identify the proper container for respective tools. (e.g., drill bits and rachet sets)
- 11.08.115 The student will be able to comprehend directions for both an assembly and a disassembly.

11.08.12 Given specific home appliances, the student will be able to assemble attachments or operate them.

- 11.08.121 The student will recognize the proper attachments for various appliances. (e.g., a mixer, a blow drier)
- 11.08.122 The student will use the brush attachment of vacuum cleaner to clean registers and ventilators.

11.08.123 The student will use the upholstery attachment to clean a sofa and a chair.
11.08.124 The student will use the long-necked attachment to clean a corner and under a bookcase.
11.08.125 The student will become familiar with various appliance use by plugging in a toaster, a television, and then the vacuum cleaner and he/she will explain their work applications.

11.08.2 STIO: Given tasks requiring order sequencing, the student will be able to complete the task to the satisfaction of the teacher.

11.08.21 Given 30 library cards, the student will arrange them in alphabetical order within 15 minutes.
11.08.211 The student will recognize the alphabet letters in upper case or lower case.
11.08.212 The student will demonstrate how to alphabetize by second letter and by third letter.
11.08.213 The student will practice locating an item alphabetically, using a dictionary and using a telephone book.
11.08.214 The student will alphabetize a list of scrambled words containing food items and classroom items.
11.08.215 The student will arrange a list of names in order. (e.g., classmates or family members)

11.08.22 Given 15 index cards containing familiar businesses (names and address), the student will arrange them in alphabetical order and further practice alphabetizing on words and names.
11.08.221 The student will recognize the alphabet letters in upper case and lower case.
11.08.222 The student will demonstrate how to alphabetize by second letter and by third letter.
11.08.223 The student will practice locating an item alphabetically, using a dictionary and using a phone book.
11.08.224 The student will alphabetize a list of scrambled words containing food items and classroom items.
11.08.225 The student will arrange a list of names of classmates and their family members first names in alphabetical order.

11. EMPLOYABILITY SKILL: Dexterity

11.09 LEVEL OF PERFORMANCE: Proficient

ANNUAL GOAL: The student will demonstrate physical adroitness and natural ease of performance and quickness in both gross-motor and fine-motor movements.

11.09.1 STIO: Given a task requiring both hand and finger manipulation, the student will be able to use accurately both the hands and fingers to perform the needed task.

11.09.11 Given five tasks requiring hand and finger dexterity, the student will perform the tasks quickly and accurately.

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11.09.111 The student will sort buttons according to color code.
11.09.112 The student will sort small objects according to size.
11.09.113 The student will put nuts on the bolts in an assembly operation.
11.09.114 The student will remove nuts from bolts.
11.09.115 The student will collate and staple a 10-to-15 page booklet.

11.09.12 Given an evaluation setting with five tasks that require hand and finger dexterity, the student will work at a speed and accuracy level of 75 percent (that of an experienced worker).
11.09.121 The student will perform a tile-sorting exercise.
11.09.122 The student will perform a nut-bolt-washer assembly.
11.09.123 The student will sort mail.
11.09.124 The student will do a valve-assembly exercise.
11.09.125 The student will complete a circuit board with lights accuractely.

11.09.2 STIO: Given a job-placement simulation, the student will perform basic tasks with 100 percent accuracy.

11.09.21 Given a simulated placement in a training situation, the student will perform hand and finger tasks at a speed equal to other trainees in the actual job world.
11.09.211 The student will clip parts of an assembly together.
11.09.212 The student will bolt parts of an assembly together.
11.09.213 The student will screw parts of an assembly together.
11.09.214 The student will assemble parts with the use of hand tools.
11.09.215 The student will assemble parts with use of power tools.

11.09.22 Given a simulated placement in a competitive job situation requiring hand and finger dexterity, the student will perform at a speed commensurate with that of other experienced workers.
11.09.221 The student will clip parts of an assembly together in a competitive work situation.
11.09.222 The student will bolt parts in the above situation.
11.09.223 The student will screw parts in the above situation.
11.09.224 The student will assemble parts with hand tools in the above situation.
11.09.225 The student will assemble parts with power tools in the above situation.

11. EMPLOYABILITY SKILL: Dexterity

11.10 LEVEL OF PERFORMANCE: Deft

ANNUAL GOAL: The student will demonstrate the deftness necessary to perform adequately the tasks related to a chosen job or occupation.

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11.10.1 STIO: The student will demonstrate the use of fine muscles, particularly of the fingers and hands, in the accomplishment of a pre-determined classroom assignment.

11.10.11 Given 100 cards and address labels, the student will sort them into categories according to zip codes within 30 minutes.
11.10.111 Given 50 pegs and one peg board, the student will successfully place all pegs in the board in five minutes.
11.10.112 Given a posterboard and stencils, the student will trace letters on the posterboard making an assigned poster for class.
11.10.113 While sorting mail, the student will be able to go from left to right and right to left crossing his/her midline without transferring the mail from one hand to another.
11.10.114 Given 10 cards or envelopes, the student will correctly place a label on each in an evenly centered manner.
11.10.115 Given a deck of playing cards, the student will quickly sort all cards into one of four stacks according to suit.

11.10.12 Given an assignment to make a class scrapbook on any assigned subject, the student will complete the assignment in one week, showing neatness and dexterity.
11.10.121 Given a practice worksheet containing outlines of a square, diamond, triangle, heagon, and star, the student will neatly cut each figure out for display.
11.10.122 Given a piece of onion skin paper and a science book, the student will neatly and accurately trace an assigned drawing or picture.
11.10.123 Given a magazine and scissors, the student will neatly cut out as many pictures as he/she can in a five-minute time period.
11.10.124 Given five cut-out pictures, the student will neatly glue them onto a paper in a straight line and in a neat manner.
11.10.125 Given a piece of unlined paper, the student will neatly copy a phrase or caption onto the paper, using a piece of lined paper underneath as a guide.

11.10.2 STIO: The student will demonstrate the use of fine muscles, particularly of the fingers and hands in the accomplishment of a pre-determined in-school or classroom job.

11.10.21 The student will sort test papers to be passed back after being graded by the teacher, (i.e., papers were purposely mixed up).
11.10.211 Given a stack of a week's assignment papers in mixed-up fashion, the student will sort them out, making stacks by subject for at least two subjects.
11.10.212 Given a stack of papers, the student will sort them out, making a stack for each student.
11.10.213 Given sorted papers, the student will place papers in student classroom mailboxes.
11.10.214 When given a stack of papers, the student will sort them by row and place them on the first person's desk in each row.
11.10.215 When given a stack of papers, the student will walk from student to student, passing out the papers.

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11.10.22 When assisting with school mailings, the student will prepare accurately the correspondence to be mailed as directed.

- 11.10.221 Given a piece of paper, the student will demonstrate how to properly hold and fold it into thirds.
- 11.10.222 If correspondence is to be mailed in an envelope, the student will be able to easily slide the letter into the envelope and seal it.
- 11.10.223 Given an envelope, the student will neatly place the address label in the center of the envelope.
- 11.10.224 Given a stack of ten envelopes, the student will correctly wet and place a stamp on each. (Use paper and old Christmas or Easter seals for simulation.)
- 11.10.225 Given a large number of envelopes, the student will correctly hand sort them into piles by city or rural delivery area.

NOTES:

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12. EMPLOYABILITY SKILL: Choices

12.01 LEVEL OF PERFORMANCE: Non-discriminating

ANNUAL GOAL: The student will be able to make a choice but will be unwilling to choose a course of action even though all of the alternatives have been fully explained and one has been strongly recommended.

12.01.1 STIO: When faced with a decision and unable to decide, the student will try out both alternatives and then accept results of the best action.

12.01.11 Given tasks in class which require a decision to be made, the student will try out both alternatives and then decide which was best.
12.01.111 The student will write an invitation out in ink and in pencil.
12.01.112 The student will color map of Ohio with crayon and with paint.
12.01.113 The student will fill out an application form in manuscript and in cursive writing.
12.01.114 The student will do job charts, one with cut-out pictures and one with drawings.
12.01.115 For extra credit, the student may make a picture of high point of book read or make a book report.

12.01.12 Given tasks in work-sample experiences which require a decision to be made, the student will try out both alternatives and then decide which was best.
12.01.121 Sorting a box of nails by size, the student will put nails one-by-one into correct bin or will separate nails into three piles, then put all nails into bins.
12.01.122 Packaging chalk, the student will fill all 50 plastic bags and then seal them or fill and seal each bag, one-by-one.
12.01.123 Stuffing envelopes, the student will fold all the papers, then place them into envelopes or fold one and place in one envelope, etc.
12.01.124 Filing 100 cards, the student will sort all A's, B's, C's, etc., first, then place them in file or file each card one-by-one in A-B-C order.
12.01.125 Assembling bolt, washer, and nut, the student will take one of each and screw them together or lay out sets of the three pieces and then screw them together.

12.01.2 STIO: When faced with a decision and unable to decide, the student will list advantages of each alternative before trying each, to confirm his/her reasoning.

12.01.21 On in-school work station, the student will list advantages of each method of performing task, then try them out, to prove which was the best procedure.
12.01.211 The student will carry each waste basket to paper bin or empty each into a large plastic bag which he/she then carries to bin.
12.01.212 The student will scrub entire floor and then rinse, or scrub one-fourth area and rinse before doing the next one-fourth area.

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12.01.213 The student will dust chalk boards and then wash, or wash and rinse boards (no dusting).
12.01.214 The student will sort silverware before it goes into dishwasher or sort it after it is washed.
12.01.215 The student will make one sandwich and bag it or make six sandwiches and then bag them.

12.01.22 On community job placement, the student will list all the advantages of alternative procedures then try each procedure to find best method of doing the job.
12.01.221 Salad Maker: The student will make up one salad as called for or have three to six salads made up in advance.
12.01.222 Window Washer: The student will use a bucket of ammonia water and sponges or Windex Spray and paper towels.
12.01.223 Floor Waxer: The student will apply wax to entire floor, dry, and buff or wax and polish an area and then do another area.
12.01.224 Gardener: The student will use spray weed killer only on areas where weeds are growing or spray entire lawn.
12.01.225 House Cleaning: The student will do one room at a time or do sweeping of all floors, then all dusting of furniture, etc.

12. EMPLOYABILITY SKILL: Choices

12.02 LEVEL OF PERFORMANCE: Passive

ANNUAL GOAL: The student will be able to recognize that alternatives exist, and he/she will be able to choose an alternative when one has been strongly recommended.

12.02.1 STIO: Given a list of alternatives that are fully explained, the student will be able to make a choice.

12.02.11 Given an explanation of several job tasks, the student will be able to make a choice after alternatives are given.
12.02.111 Given a chance to try four different job tasks, the student will be able to choose a job to do.
12.02.112 Given a demonstration of four job tasks to perform, the student will be able to make a choice.
12.02.113 Given examples of five job tasks, the student will make a choice after the five examples have been explained.
12.02.114 Given a list of six job tasks, the student will choose a task to do after all jobs have been fully explained.

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12.02.115 Given a filmstrip series to view of four different job tasks, the student will be able to make a choice after the presentation has been fully explained.

12.02.12 Given an explanation of several classroom activities, the student will be able to make a choice after alternatives are given.

12.02.121 Given a chance to try five different craft projects, the student will be able to choose a project to work on.

12.02.122 Given a demonstration of three leisure-time activities, the student will be able to make a choice.

12.02.123 Given a sample of five workbook activities and an explanation of how to do them, the student will be able to choose an activity to do independently.

12.02.124 Given a list of five daily activities in the classroom, the student will be able to choose an activity to do daily.

12.02.125 Given a selection of science projects to view, the student, after full-explanation, will be able to choose a project to work on.

12.02.2 STIO: Given a list of alternatives that are fully explained, with one being strongly recommended, the student will be able to make a choice.

12.02.21 Given an explanation of job tasks and strong recommendation of one task, the student will be able to make a choice.

12.02.211 Given a chance to try four job tasks with one strongly recommended, the student will be able to make a choice.

12.02.212 Given a demonstration of five job tasks with one strongly recommended, the student will be able to make a choice.

12.02.213 Given examples of three job tasks available with one strongly recommended, the student will be able to make a choice.

12.02.214 Given a list of six job tasks with one strongly recommended, the student will be able to make a choice.

12.02.22 Given an explanation of several classroom activities with one being strongly recommended, the student will be able to choose the one recommended.

12.02.221 Given a chance to try four different crafts with one being strongly recommended, the student will be able to choose the one recommended.

12.02.222 Given a demonstration of three leisure-time activities with one being strongly recommended, the student will be able to choose the one recommended.

12.02.223 Given a selection of five workbook activities with one being strongly recommended, the student will be able to choose the one recommended.

12.02.224 Given a list of six daily activities with one being strongly recommended, the student will be able to choose the one recommended.
12.02.225 Given a selection of science projects to view with one being strongly recommended, the student will be able to choose the one recommended.

12. EMPLOYABILITY SKILL: Choices

12.03 LEVEL OF PERFORMANCE: Aware

ANNUAL GOAL: The student will be able to recognize that alternatives exist, and he/she will choose a course of action with some assistance from others.

12.03.1 STIO: Given a list of activities, the student will choose those that are within his/her capabilities.

12.03.11 Given a list of activities ranging from easy to difficult, the student will verbally state those which he/she can do.
12.03.111 The student will discuss related classroom experiences, including checkers, pep rallies, and group singing.
12.03.112 The student will observe related classroom experiences, including group singing, pep rallies, and playing cards.
12.03.113 The student will demonstrate related classroom experiences, including pep rallies, playing cards, and parties.
12.03.114 The student will role play related classroom experiences, including parties, dances, and making scenery for school play.
12.03.115 The student will choose a classroom activity, such as, dances, scenery, construction, and acting in school plays.
Note: For each of the above, the student will explain one he/she can do, how to do it, and why he/she thinks he/she can do the activity.

12.03.12 Given a list of activities ranging from entry level to semi-skilled, the student will identify to those he/she feels he/she is capable of performing in the adult world of work.
12.03.121 The student will discuss related community experiences, including walking to work, riding a bus,and being on time.
12.03.122 The student will role play community experiences, including riding a bus, being on time, and following the boss's directions.
12.03.123 The student will view a film or filmstrip about related community experiences, including being on time, following the boss's directions, and wearing proper clothes.

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12.03.124 The student will observe related community experiences, including following the boss's directions, wearing proper clothes, and caring for uniforms.

12.03.125 The student will demonstrate related community experiences, including care of uniforms, driving a car, and budgeting a paycheck.
(Note: For each of the above, the student will explain one he/she can do, how to do it, and why he/she thinks he/she can do the activity.)

12.03.2 STIO: Given a list of job descriptions, the student will choose those that are within his/her capabilities.

12.03.21 Given a list of job descriptions ranging from easy to very difficult, the student will verbally state those which he/she can do.

12.03.211 The student will discuss related classroom experiences, including care of plants, aquarium care, classroom maintenance.

12.03.212 The student will observe aquarium care, classroom maintenance, and activities of room librarian.

12.03.213 The student will demonstrate related classroom experiences, including classroom maintenance, acting as room librarian, and care of project materials.

12.03.214 The student will role play related classroom experiences, including acting as classroom librarian, care of project materials, and teacher's aide.

12.03.215 The student will interview person who is in charge of care of project materials, a teacher's aid, and a clerk in the school store.
(Note: For each of the above, the student will explain one he/she can do, how to do it, and why he/she thinks he/she can do the experience.)

12.03.22 Given a list of job descriptions ranging from entry level to semi-skilled and skilled, the student will identify those he/she feels he/she is capable of performing in the adult world of work.

12.03.221 The student will discuss related community experiences, including sweeping, mowing lawn, and being a carry out person in a store.

12.03.222 The student will observe people mowing lawn, being a carry-out person in a store, and stocking shelves.

12.03.223 The student will role play being a carry-out person in a store, stocking shelves, and being a farm hand.

12.03.224 The student will demonstrate stocking shelves, being a farm hand, and washing cars.

12.03.225 The student will view a film on being a farm hand, washing cars, and pumping gas.
(Note: For each of the above, the student will explain one he/she can do, how to do it, and why he/she thinks he/she can do the activity.)

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12. EMPLOYABILITY SKILL: Choices

12.04 LEVEL OF PERFORMANCE: Indecisive

ANNUAL GOAL: The student will be able to make choices from alternatives, and he/she will make make a decision when someone directs him/her to do so.

12.04.1 STIO: When the student perceives a task, he/she will act independently to perform the task.

12.04.11 Having completed an assigned task which has been observed and documented by the teacher, the student will seek out another task.
- 12.04.111 The student and teacher will make a chart of five activities and times they are to be completed.
- 12.04.112 The student will check each task with teacher after he/she has finished it.
- 12.04 113 The teacher and student will keep a record of time and task that the student has finished.
- 12.04.114 After the student finishes first task, he/she will go to the teacher to find out about the next task.
- 12.04.115 The student will do each activity on his/her own and keep a record with teacher assistance.

12.04.12 Given several tasks to complete (after a duration of a day or a week), the student will independently complete the tasks which will be then recorded by the teacher.
- 12.04.121 The student and teacher will list and discuss weekly duties.
- 12.04.122 The student and teacher will make weekly chart of all jobs he/she must do.
- 12.04.123 The student will tape record a list of each task he/she must do, starting the day and time it should be done.
- 12.04.124 The student will listen to the tape recorder and re-read his/her chart.
- 12.04.125 After one week, the student will do all tasks without the above aids.

12.04.2 STIO: Given a task that may be done in three different ways, the student will orally state which way would be the easiest.

12.04.21 Given the task of washing dishes, the student will verbally state the most efficient way of completing the task.
- 12.04.211 The student will view a film/filmstrip on the proper way to wash dishes.
- 12.04.212 The student will observe the dishwasher in the school cafeteria.
- 12.04.213 The student will observe the dishwasher in a local restaurant.
- 12.04.214 The student and teacher will make a chart of the proper way to wash dishes.
- 12.04.215 The student will wash dishes, following plan developed with teacher.
- 12.04.216 The student will do dishes at home for parent's evaluation.

12.04.22 Given the task of sweeping the floor, the student will verbally state the most efficient way of completing the task.
  12.04.221 The student will view a film/filmstrip on the proper way to sweep the floor.
  12.04.222 The student will observe the custodian sweeping a classroom.
  12.04.223 The student will observe a cafeteria worker sweeping the kitchen.
  12.04.224 The student and the teacher will make a chart of the proper way to sweep the floor.
  12.04.225 The student will sweep the classroom floor, following the plan developed with the teacher.
  12.04.226 The student will sweep floors at home for parent's evaluation.

12. EMPLOYABILITY SKILL: Choices

12.05 LEVEL OF PERFORMANCE: Procrastinating

ANNUAL GOAL: The student will be able to make choices after he/she has consulted with others.

12.05.1 STIO: Given a list of activities, the student will perform those that are within his/her capabilities without assistance from others.

12.05.11 Given a list of five activities, the student will perform the ones that are within his/her capabilities with assistance from teacher.
  12.05.111 The student will read the list of activities, which might include erasing chalkboard, dusting erasers, sweeping floors, putting materials away, arranging papers alphabetically.
  12.05.112 The student will indicate which activities are manual.
  12.05.113 The student will indicate which ones require some academic knowledge.
  12.05.114 The student will state what materials (equipment) are necessary to complete each activity and will gather materials.
  12.05.115 The student will imitate the teacher's movements in role-playing each activity that is within his/her capabilities.
  12.05.116 The student will select and perform one activity without assistance from others.

12.05.12 Given a list of five activities previously demonstrated by the teacher, the student will perform, without assistance from the teacher, the ones that are within his/her capabilities.
  12.05.121 The student will read the list of activities, which might include erasing the chalkboard, dusting erasers, sweeping floors, putting materials away, arranging papers alphabetically.

12.05.122 The student will indicate which activities are manual.
12.05.123 The student will indicate which require some academic knowledge.
12.05.124 The student will state what materials (equipment) are necessary to complete each activity, and will gather materials.
12.05.125 The student will perform, without assistance from the teacher, those activities that are within his/her capabilities.
12.05.126 The student will decide upon and state which one activity he/she can do best.

12.05.2 STIO: Given a list of jobs, the student will choose those that are within his/her capabilities without assistance from others.

12.05.21 Given a list of five jobs, the student will choose those that are within his/her capabilities with assistance from the teacher.
12.05.211 The student will read the list of jobs, which might include custodian, mailcarrier, factory worker, truck driver and stockboy.
12.05.212 The student will verbally describe each job clearly and completely.
12.05.213 The student will indicate what materials or equipment are necessary to perform each job.
12.05.214 The student will indicate which jobs would require some additional training.
12.05.215 The student will choose those jobs that are within his/her capabilities with assistance from teacher.
12.05.216 The student will select the job he/she thinks he/she can do best and give reasons.

12.05.22 Given a list of five jobs, the student will choose those that are within his/her capabilities without assistance from the teacher.
12.05.221 The student will read the list of jobs, which might include custodian, mailcarrier, factory worker, truck driver, and stock person.
12.05.222 The student will verbally describe each job clearly and completely.
12.05.223 The student will indicate what materials or equipment are necessary to perform each job.
12.05.224 The student will indicate which jobs would require some additional training.
12.05.225 The student will choose those jobs that are within his/her capabilities without assistance from the teacher.
12.05.226 The student will select job he/she feels best fitted for and state his/her reasons.

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12. EMPLOYABILITY SKILL: Choices

12.06 LEVEL OF PERFORMANCE: Relies on Others

ANNUAL GOAL: The student will be able to make choices on his/her own, but would rather have someone tell him/her what choice to make.

12.06.1 STIO: The student will successfully complete a task that must be completed immediately and without hesitation.

- 12.06.11 Given a broad choice of clothing, the student will select the proper outfit to wear to a dress-up occasion.
  - 12.06.111 From a broad choice of clothing, the student will select three outfits appropriate for a dress-up occasion.
  - 12.06.112 From a clothing catalog, the student will cut out four outfits appropriate for dress-up occasions.
  - 12.06.113 From a choice of two outfits, the student will select the appropriate outfit for a dress-up occasion with help.
  - 12.06.114 From a choice of five outfits for various occasions, the student will choose the appropriate one and put it on with no help.
  - 12.06.115 From a selection of outfits, the student will be able to choose and dress appropriately for a dress-up occasion.

- 12.06.12 Given a choice of playing table games, the student will select a game to play without prompting from another adult.
  - 12.06.121 On command, the student will select a table game to play.
  - 12.06.122 Given a choice of two games, the student will select one game with help.
  - 12.06.123 Given a choice of three games to play, the student will make a selection with some prompting.
  - 12.06.124 Given a choice of four table games, the student will make a selection with no prompting.
  - 12.06.125 Given a selection of table games to play, the student will select one game to play with no prompting.

12.06.2 STIO: Given a selection of jobs and subsequent job operations, the student will be able to prioritize and select on the basis of preference with no prompting.

- 12.06.21 Given a choice of drying, washing, or rinsing buckets, the student will make a choice. with no prompting of which job he/she desires to do.
  - 12.06.211 Given the task of drying buckets, the student on command will do the task.

12.06.212 Given the task of rinsing buckets, the student on command will do the task.

12.06.213 Given the task of washing buckets, the student on command will do the task.

12.06.214 Given the choice of washing or rinsing buckets, the student will select on task with some prompting.

12.06.215 Given the task of washing or rinsing or drying buckets, the student will make a choice with no assistance.

12.06.216 When asked to work on buckets, the student will verbally state his/her task preference.

12.06.22 Given a selection of job operations, the student will select without hesitation those job tasks which he/she desires to do.

12.06.221 Given a selection of two job tasks, the student will make a choice. (e.g., sweeping floors or serving food)

12.06.222 Given a selection of three job tasks, the student will make a selection. (e.g., counting nails, washing buckets, folding bags)

12.06.223 Given a selection of four job tasks, the student will make a choice according to the job desired.

12.06.224 When presented with a work-task situation, the student will state to his/her supervisor which job he/she desires to do. (e.g., "I want to fold bags," etc.)

12.06.225 Given a job setting, the student, without assistance, will ask supervisor what tasks are available and will make a choice on his/her own of the task he/she will do.

12. EMPLOYABILITY SKILL: Choices

12.07 LEVEL OF PERFORMANCE: Reluctant

ANNUAL GOAL: The student will hesitate or pause briefly when confronted with alternatives, then he/she will choose his/her own course of action.

12.07.1 STIO: Given a situation requiring decision making, the student will ask the opinion of others before making a decision.

12.07.11 Given an in-school situation requiring decision making, the student will ask the opinion of others before making a decision.

12.07.111 Given a selection of field trips from which to choose, the student will ask the opinion of others before making a decision.

12.07.112 Given a selection of eating arrangements during the field trip from which to choose, the student will ask the opinion of others before making a decision.

12.07.113 Given a selection of games from which to choose, the student will ask the opinion of others before making a decision.

12.07.114 Given a selection of classroom tasks from which to choose, the student will ask the opinion of others before making a decision.
12.07.115 Given a selection of possible bulletin board themes from which to choose, the student will ask the opinion of others before making a decision.

12.07.12 Given a situation in a home environment requiring decision making, the student will ask the opinion of others before making a decision.
12.07.121 Given a selection of clothing outfits (combinations) from which to choose, the student will ask the opinion of others before making a decision.
12.07.122 Given a selection of room decorations from which to choose, the student will ask the opinion of others before making a decision.
12.07.123 Given a selection of foods from a menu from which to choose, the student will ask the opinion of others before making a decision.
12.07.124 Given a selection of home hobbies from which to choose, the student will ask the opinion of others before making a decision.
12.07.125 Given a selection of extra-curricular activities from which to choose, the student will ask the opinion of others before making a decision.

12.07.2 STIO: Given a situation which requires making a final choice, the student will make his/her decision on the basis of the most consistent advice.

12.07.21 Given a situation in school which requires making a final choice, the student will decide on the basis of the most consistent advice.
12.07.211 The student will select bulletin board displays based upon the advice of peers.
12.07.212 The student will select one possible field trip from a list of five possibilities based upon advice from peers.
12.07.213 The student will select a game for an activity period based upon advice from peers.
12.07.214 The student will select eating arrangements during the field trip based upon advice from peers.
12.07.215 The student will select classroom tasks based upon advice from peers.

12.07.22 Given a situation in the home which requires making a final choice, the student will decide on the basis of the most consistent advice.
12.07.221 The student will select a clothing outfit (combination) by asking his/her parents and then making his/her final choice.
12.07.222 The student will select room decorations by asking his/her parents and then deciding.
12.07.223 The student will select foods from a menu by asking his/her parents and then deciding.

12.07.224 The student will select a home hobby by asking parents and then deciding.
12.07.225 The student will select an extra-curricular activity by asking his/her parents and then deciding.

12. EMPLOYABILITY SKILL: Choices

12.08 LEVEL OF PERFORMANCE: Hesitant

ANNUAL GOAL: The student will always be willing to make his/her own decisions without consulting others.

12.08.1 STIO: Given a group assignment, the student will seek out the advice of his/her teacher in order to complete the task.

12.08.11 Given an assignment to make a collage about a recent field trip, the student will incorporate into his/her design one or more of the suggestions made by the teacher.
- 12.08.111 The student will gather materials for collage based on the teacher's suggestion.
- 12.08.112 The student will assemble all materials needed and gathered.
- 12.08.113 The student will begin work on collage.
- 12.08.114 The student will ask the teacher to check his/her progress.
- 12.08.115 The student will complete work on the collage.
- 12.08.116 The student will have teacher evaluate collage and discuss collage result.

12.08.12 Given a task assignment to clean a room, the student will complete task incorporating the teacher's suggestions.
- 12.08.121 The student and the teacher will discuss the list of activities required to complete the job.
- 12.08.122 The student will gather all materials necessary to clean the room.
- 12.08.123 The student will begin cleaning the room in an organized manner (dusting, sweeping, etc.).
- 12.08.124 The student will complete one phase of cleaning before continuing on to the next cleaning phase.
- 12.08.125 The student will finish the room and check list of duties to be sure all are done.
- 12.08.126 The student will have the teacher check job for thoroughness and neatness.

12.08.2 STIO: Given a group assignment, the student will decide his/her task in a production-line type procedure.

- 12.08.21 Given a group task to wrap silverware for cafeteria, the student will seek advice from others in the group to complete the group task.
  - 12.08.211 The student will go to the cafeteria and lay out working area for assembly-type procedure.
  - 12.08.212 The student will gather silverware, trays, napkins and container for assembly line.
  - 12.08.213 The student, along with the others, will decide what each person on the line will do and how it should be done.
  - 12.08.214 The student will place silverware in napkin and fold.
  - 12.08.215 The student will place folded silverware units in container.
  - 12.08.216 The student will ask teacher or cafeteria supervisor to check group's work procedures.

- 12.08.22 Given a group task to stuff envelopes, the student will seek advice of others in the group on correct methods of completion of the group task.
  - 12.08.221 The student will gather all materials needed to stuff envelopes after consulting with other members of the group.
  - 12.08.222 The student will gather envelopes of the correct size after consulting with a group member.
  - 12.08.223 The student will fold papers to fit into envelopes approved by the group.
  - 12.08.224 The student will seal envelopes, using sponge and water.
  - 12.08.225 The student will place completed envelopes in box in correct order as agreed by the group.
  - 12.08.226 The student will ask the teacher to check the work of the group.

12. EMPLOYABILITY SKILL: Choices

12.09 LEVEL OF PERFORMANCE: Self-Directed

ANNUAL GOAL: **The student will make all of his/her own decisions and will also be willing and able to help others make choices as well.**

12.09.1 STIO: After being assigned a task, the student will work independently to perform the task without consulting others.

- 12.09.11 Given a job of watering five plants in the classroom, the student will decide when the plants need to be watered and do so accordingly, with minimal supervision, for a period of one week.
  - 12.09.111 Given one plant to water, the student will feel soil and determine if and when plant needs to be watered and do so accordingly.

- 12.09.112 Given one plant to check and water when necessary for a period of one week, the student will check plant each day by feeling soil with finger to determine when plant needs to be watered and do so accordingly, with teacher checking to ensure accuracy.
- 12.09.113 Given three plants in a classroom to check and water when needed, the student will determine by feeling soil when plants need water and do so accordingly.
- 12.09.114 Given three plants in a classroom to check and water when needed for a one week period, the student will determine, by feeling the soil, when plants need to be watered and will do so accordingly, with teacher checking to ensure accuracy.
- 12.09.115 Given five plants to water in a classroom setting, the student will check and decide when plants need to be watered and do so accordingly.
- 12.09.116 The student will check on plant names and their care to determine which ones prefer to be dry and which prefer more water.

12.09.12 Given a role-playing situation, the student will make the appropriate choice of finishing a simple task before going out to recess, as modeled by the teacher.

- 12.09.121 In a classroom setting, the student will observe the teacher in a role-playing situation to become familiar with this type of situation.
- 12.09.122 In a classroom, the teacher will give the student a situation to role play (such as acting out how to be friendly to a person you don't care for much, etc.) to ensure understanding of the term role play.
- 12.09.123 In a classroom, the student will be given a variety of situations to role play and then will discuss with the teacher, reasons for doing it the way they did.
- 12.09.124 Given a role play situation in the classroom, such as playing the role of a character in a play, the student will tell why he/she chose this character and/or why he/she performed the role in a certain manner.
- 12.09.125 Given a role-playing situation, the student will make the appropriate choice of finishing the task and then going out to recess.

12.09.2 STIO: The student will begin to make choice independently, but within limits as set by teacher or employer.

12.09.21 Given a job task of sorting clean from dirty silverware, the student (job trainee) will choose those which are clean and/or dirty and place them in appropriate utensil bins.

- 12.09.211 The student job trainee will be given clean silverware to check thoroughly to determine definition of clean.
- 12.09.212 The student job trainee will be given dirty silverware to observe to determine definition of dirty.
- 12.09.213 The student job trainee will be given three pieces of silverware, clean and dirty, to separate into different piles, under employer supervision to ensure accuracy.

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12.09.214 The student job trainee will be given five pieces of silverware to sort into piles of clean and dirty and to place into bins with no supervision.

12.09.215 Given the task of sorting clean from dirty silverware, the student job trainee will separate utensils and place them in the appropriate bins.

12.09.22 Given a list of three jobs to be done as a janitor, the student job trainee will choose one job he/she is capable of completing and do so accurately.

12.09.221 Given the steps for completing the task of emptying a wastebasket, the student will determine if he/she is able to complete the task accurately.

12.09.222 Given the steps for dusting a room, the student will determine if he/she is able to complete the task accurately.

12.09.223 Given the steps for vacuuming a floor, the student will determine if he/she is able to complete the task.

12.09.224 Given a choice of completing one of three janitorial jobs, the student will choose one job best suited to his/her ability and verbally state the steps required for completion.

12.09.225 Given a list of three janitorial jobs to be done, the student will choose one job best suited to his/her ability and complete it accurately.

(NOTE: For each of the above tasks, the employer will use his/her discretion to determine the student trainee's ability.)

12. EMPLOYABILITY SKILL: Choices

12.10 LEVEL OF PERFORMANCE: Discriminating

ANNUAL GOAL: The student will demonstrate his/her proficiency in making choices in a given job situation.

12.10.1 STIO: Given various hypothetical situations, the student will make his/her own decisions and be able to justify them.

12.10.11 Given hypothetical choice situations, the student will make a choice on his/her own, state the reasons behind his/her choice, and with assistance, will determine whether the decision was in the best interest of himself/herself and others.

12.10.111 The student will be given a difficult choice situation. (e.g., Given $50.00 on your birthday, would you put it in savings, buy some records, buy parent's anniversary gift, etc.?)

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12.10.112 The student will make a choice on his/her own with no outside assistance.
12.10.113 The student will state his/her reasons for the choice.
12.10.114 The employer and student will discuss whether the choice was in the best interest of the student and others. (The student's values and priorities should be discussed)
12.10.115 The student will view a film on making choices.
12.10.116 The student will read and discuss story on making choices, stating if he/she would have made the same choice as in the story.

12.10.12 Given hypothetical choice situations, the student will make a choice on his/her own, state his/her reasons for making the choice, examine his/her value judgments and re-evaluate his/her choice.
12.10.121 The student will be given a difficult choice situation.
12.10.122 The student will make a choice on his/her own.
12.10.123 The student will state his/her reasons for making the choice.
12.10.124 The student will examine values and priorities.
12.10.125 The student will re-evaluate his/her decision to see if it was made in the best interest of himself/herself and others.

12.10.2 STIO: The student will be able to help others make decisions by observing the employer in that role, and then by helping others under the teacher's direction.

12.10.21 The student, from the previous exercise, will observe the teacher in the process of helping another employee make decisions.
12.10.211 The teacher will work with a student who cannot make decisions independently while the first student observes.
12.10.212 The student will be given some difficult choice situations.
12.10.213 The student will choose from some multiple choices supplied by the teacher.
12.10.214 The student and the teacher will go over the reasons for making choices.
12.10.215 The student will make a choice, keeping the reasons in view.

12.10.22 After observing the employer, the student will help another employee in making a decision.
12.10.221 The other employee will be given a choice to make by the employer.
12.10.222 The student will tell the other employee the multiple options, as in the previous cases.
12.10.223 The student will discuss with the fellow employee the various options, trying to help the employee clarify his/her values.
12.10.224 The other employee will make a choice, keeping the reasons in view.
12.10.225 The student and fellow employee will share their resulting decision-making process with their employer for further evaluation.

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13. EMPLOYABILITY SKILL: Direction

13.01 LEVEL OF PERFORMANCE: Unable to Follow

ANNUAL GOAL: The student will be able to follow directions, but will not try, and he/she may resist if a leader repeats directions or offers assistance; may attempt to do the opposite of what is asked of him/her.

13.01.1 ST10: Given a designated task, the student will maintain eye contact with the teacher and/or demonstration during the entire time it takes the teacher to explain and demonstrate the task once.

- 13.01.11 Given a large, red ball and the command to watch the ball, the student will follow the slowly moving ball with his/her eyes and head for five seconds.
  - 13.01.111 When presented with three different geometric shapes, the student will point to the appropriate geometric shapes as designated by teacher. (e.g., round, square, rectangular.)
  - 13.01.112 When presented with colored objects, the student will point to the appropriate color designated by teacher. (e.g., crayons, color chart.)
  - 13.01.113 When presented with three pieces of recreational equipment, the student will select the red ball when directed by teacher. (e.g., building blocks, bat, red ball.)
  - 13.01.114 The student will make eye contact with the object designated by teacher. (e.g., door, file cabinet, windows, lights.)
  - 13.01.115 When presented with a slowly moving red ball, the student will follow the arc back and forth with eye contact for three seconds.
  - 13.01.116 On command to watch, the student will maintain eye contact with the red ball as it is slowly carried around the room for five seconds.

- 13.01.12 Given an explanation and demonstration of placing books on a shelf, the student will follow the teacher and/or action with his/her eyes and head for ten seconds.
  - 13.01.121 The student will verbally describe the proper place to shelve books. (e.g., cabinet, shelf.)
  - 13.01.122 The student will verbally describe a good way to arrange books on a shelf. (e.g., math-first, reading-second.)
  - 13.01.123 The student will verbally describe appropriate procedures for placing books on a shelf. (e.g., neatly, orderly, by size, etc.)
  - 13.01.124 When presented with books, the student will verbally designate a good starting place for placing books on a shelf.
  - 13.01.125 When the teacher demonstrates how to place a book on the shelf, the student will observe the action with good eye contact.

13.01.126 The student will maintain good eye contact, observing the teacher shelving 10 books.

13.01.2 ST10: The student will attempt to follow simple directions with necessary teacher assistance for completion.

13.01.21 The student will follow a simple direction given to him/her with assistance for completion and a minimal degree of accuracy.
13.01.211 The student will describe why he must raise his/her hand for permission. (e.g., class rule, so as not to disturb other students.)
13.01.212 The student will give two appropriate reasons why he/she should raise his/her hand. (e.g., to go to restroom, to ask a question.)
13.01.213 The student will demonstrate proper method of raising his/her hand. (e.g., quietly, fully extended.)
13.01.214 The student will verbally explain proper time for raising his/her hand. (e.g., beginning of period, emergency.)
13.01.215 The student will demonstrate his/her ability to follow directions by raising his/her hand for permission during classroom instruction with a reminder by the teacher.
13.01.216 The student will raise his/her hand for permission two out of three times he/she interrupts the class.

13.01.22 When given a simple classroom assignment, the student will demonstrate his/her ability to follow directions by completing the task with minimal assistance from the teacher.
13.01.221 The student will explain why it is necessary to have the chalk picked up. (e.g., to reduce dust, to clean more easily, to be neat.)
13.01.222 The student will explain what equipment is necessary to complete the task. (e.g., box, chalk.)
13.01.223 The student will describe the procedure to complete the task. (e.g., pick up each piece of chalk, place each piece in box lengthwise.)
13.01.224 The student will describe the clean-up process. (e.g., pick up each piece of chalk, place each piece in box, put box on shelf.)
13.01.225 The student will demonstrate his/her ability to follow directions by following necessary procedures.
13.01.226 Teacher will check job and point out pieces of chalk missed, assist in closing box, and direct the student to correct shelf.

13. EMPLOYABILITY SKILL: Direction

13.02 LEVEL OF PERFORMANCE: Resistive/Oppositional

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ANNUAL GOAL: The student, when given physical assistance for each step, will imitate a leader accurately, but will not be able to follow simple directions given verbally and gesturally.

13.02.1 ST10: Given a single behavior to perform with the promise of a reward, the student will perform the task within two minutes.

13.02.11 Given the verbal direction, "Go to your seat," and promised a reward, the student will locate his/her seat within two minutes.
13.02.111 The student will state when he/she is in his/her own seat.
13.02.112 The student and teacher will mark the student's seat in some identifiable manner. (name card, color, etc.)
13.02.113 The student will state how his/her seat is identified.
13.02.114 The student will repeat the teacher's direction to go to his/her seat.
13.02.115 The student will be given rewards by the teacher for closer and closer approximations to the final desired behavior.

13.02.12 Given the verbal direction, "Put on your coat," and promised a reward, the student will do so within two minutes.
13.02.121 The student will state when he/she has coat off.
13.02.122 The student will state when he/she has coat on.
13.02.123 The student and teacher will mark the student's coat in some identifiable manner.
13.02.124 The student will state how his/her coat is identified.
13.02.125 The student will repeat the teacher's direction to put on his/her coat.
13.02.126 The student will be given rewards by the teacher for closer and closer approximations to the final desired behavior.

13.02.2 ST10: Instructed by the teacher to perform two behaviors sequentially, the student will perform them within two minutes of directions accurately and in sequence for a promised reward.

13.02.21 Given two directions verbally to clap hands and to stamp feet and promised a reward, the student will correctly perform them in sequence.
13.02.211 The student will clap his/her hands when directed by the teacher.
13.02.212 The student will stamp his/her feet when directed by the teacher.
13.02.213 The student will clap his/her hands or stamp his/her feet in an ordered sequence when directed by the teacher. (clap, now stamp-stamp-clap; the teacher will give a single direction, then the student will perform.)
13.02.214 The student will clap his/her hands and stamp his/her feet following a teacher demonstration.

13.02.215 The student will repeat the teacher's directions to clap hands and stamp feet.
13.02.216 The teacher will begin to reward closer and closer approximations to the final desired behaviors.

13.02.22 Instructed to draw a circle around a square and to put an "X" in the square and promised a reward, the student will correctly do so in sequence.
13.02.221 The student will draw a circle when directed by the teacher.
13.02.222 The student will identify a square.
13.02.223 The student will make an "X" when directed by the teacher.
13.02.224 The student will identify an "X" inside a square.
13.02.225 The student will draw a circle around a printed square and put an "X" in the square following a teacher model.
13.02.226 The student will repeat the teacher's directions to draw a circle around a printed square and put an "X" in the square.
13.02.227 The teacher will begin to reward closer and closer approximations to the final desired behaviors.

13. EMPLOYABILITY SKILL: Direction

13.03 LEVEL OF PERFORMANCE: Imitative

ANNUAL GOAL: The student will follow simple directions if a leader verbally repeats them two or more times, or if a leader demonstrates steps with gestures only once.

13.03.1 ST10: Given a "Tack It" activity and teacher demonstration, the student will complete activity with minimal assistance.

13.03.11 Given the certain items (thumbtacks or pushpins in assorted colors, tack board, tack hammer, and spirit master task sheet #1, from "Tack It" game) and a teacher demonstration, the student will complete the acitivty with teacher assistance.
13.03.111 After the teacher demonstrates the activity and gives directions, the student will find the blue tack, with teacher assistance if necessary.
13.03.112 After the teacher demonstrates the activity and gives directions, the student will find the left side of the page, with assistance if necessary.
13.03.113 After the teacher demonstrates the activity and gives directions, the student will find the line in the middle, with assistance if necessary.
13.03.114 After the teacher demonstrates the activity and gives directions, the student will begin on the left side of the paper by placing the blue tack on line.

13.03.115 The student will continue to place tacks on line until activity is completed.

13.03.12 Given all necessary materials and a teacher demonstration, the student will complete "Tack It" #6 without teacher assistance.
- 13.03.121 After the teacher demonstrates, the student will trace the square with a finger.
- 13.03.122 After the teacher demonstrates, the student will place yellow tacks on the square.
- 13.03.123 After the teacher demonstrates, the student will put red tacks inside the square.
- 13.03.124 After the teacher demonstrates, the student will place blue tacks outside the square.
- 13.03.125 The student will repeat above procedure for other shapes. (A spirit master task page can be made for any shape.)

13.03.2 ST10: Given the necessary materials for playing "A Tacky Patterns Game" and teacher demonstration on how game is played, the student will play the game.

13.03.21 Given materials for "Tacky Patterns Game" #1, the student will play game with minimal assistance.
- 13.03.211 After the teacher begins game by placing tacks on board in a sequence of patterns, the student will begin on the left side of board to place tacks.
- 13.03.212 The student will duplicate color pattern of first row.
- 13.03.213 The student, again beginning on the left side, will complete second color pattern started by the teacher.
- 13.03.214 The student will continue in same manner on color pattern three.
- 13.03.215 The student will repeat steps #1 and #2 for color pattern four.
- 13.03.216 After pattern has been completed, the student will make the same pattern on the last line.
- 13.03.217 The student will check pattern and correct it with teacher assistance.

13.03.22 Given materials and teacher demonstration, the student will play "Tacky Patterns Game III."
- 13.03.221 The student will follow teacher's instruction by placing tacks on board in the following pattern: red, yellow, red.
- 13.03.222 The student will cover pattern with cloth.
- 13.03.223 The student will make the same pattern as the last line.
- 13.03.224 The student will lift the cloth.
- 13.03.225 The student will check pattern and correct it if necessary.

13. EMPLOYABILITY SKILL: Direction

13.04 LEVEL OF PERFORMANCE: Simple Directions With Reinforcement

EMPLOYABILITY CURRICULUM

ANNUAL GOAL: The student will follow simple directions when given only one time, either verbally or with gestures.

13.04.1 STIO: Given an assigned task with all the necessary supplies provided, the student will complete the task with minimal teacher explanation or demonstration.

13.04.11 Given a set of dirty silverware, dishes, glasses, and pans, the needed cleaning supplies, and the directions to fill the sink with water and soap, the student will fill the sink with hot water and dish soap.
13.04.111 When asked, the student will point to the hot water faucet and then the cold water faucet.
13.04.112 When shown four kinds of cleaning supplies, the student will identify the one intended for washing dishes.
13.04.113 When asked, the student will show how much soap is necessary to wash a sink of dishes.
13.04.114 The student will demonstrate proper level for filling a sink so it will not overflow when dishes are put in.
13.04.115 When asked, the student will run hot and cold water into sink for proper temperature for dishwashing.
13.04.116 The student will add proper amount of dish detergent for thorough cleaning of dishes.

13.04.12 Given all the needed cleaning supplies and the directions to wash the silverware first, then glasses, plates and pans, the student will fill the sink with hot, soapy water and wash the dishes in the proper order.
13.04.121 When shown a piece of silverware, a glass, a platter, and a pan, the student will point to and identify each.
13.04.122 When asked, the student will tell the proper utensil for cleaning dishes, silverware, and pots and pans. (e.g., dishcloth for dishes and glasses and silverware and a scouring pad for pots and pans).
13.04.123 When asked, the student will tell the proper order for washing dishes. (e.g., silverware, glasses, plates, and then pots and pans.)
13.04.124 When asked, the student will demonstrate the proper way to rinse dishes and pans. (e.g., under clean, hot water flow.)
13.04.125 When asked, the student will demonstrate the proper method to dry dishes with a dish towel.
13.04.126 The student will wash and dry the dishes in the correct order.

13.04.2 ST10: Given a classroom activity, the student will complete that activity with minimal teacher explanation or demonstration.

- 13.04.21 When asked, the student will change the water in the classroom fish tank and feed the fish with little prompting.
  - 13.04.211 The student will get a pan of water and allow it to adjust to room temperature before putting the fish in it.
  - 13.04.212 Using a net, the student will remove the fish and place them in the pan of clean water.
  - 13.04.213 The student will dispose of the dirty water and clean the bowl or tank.
  - 13.04.214 The student will put the fish and clean water back in the bowl and give the fish the proper amount of food.
  - 13.04.215 The student will put away the items used to complete the task. (e.g., pan, net, etc.)
  - 13.04.216 The student will return the tank to its proper position.

- 13.04.22 Given a stack of graded papers, the student will correctly return each paper to the proper student with little or no help from the teacher.
  - 13.04.221 Given a list of students' names in his/her class, the student will point to the various names as they are called by the teacher.
  - 13.04.222 Given a list of students' names in his/her class, the student will read each name on the list.
  - 13.04.223 When asked, the student will point to each student in the class and say his/her name correctly.
  - 13.04.224 When asked, the student will demonstrate his/her ability to walk up and down the aisles.
  - 13.04.225 Given five index cards, each having a name of a student, the student will easily give that card to the corresponding student even after the students change their seating arrangement.
  - 13.04.226 The student will pass out a set of graded papers.

13. EMPLOYABILITY SKILL: Direction

13.05 LEVEL OF PERFORMANCE: Follows Simple Directions

ANNUAL GOAL: The student will follow moderately difficult directions (i.e., four or five steps) when given at least twice, both verbally and with gestures.

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13.05.1 ST10: Given three alternatives with teacher-directed standards for choice, the student will assess and make appropriate choices.

- 13.05.11 Given a choice of three library books K, 3rd, and 8th grade level with directions from the teacher to choose the one closest to the student's reading level, the student will choose the appropriate book.
  - 13.05.111 The student will note physical size of each book. (i.e., how large-LxW, thickness of books.)
  - 13.05.112 The student will read titles of books. (i.e., to note level of interest, to determine content by title.)
  - 13.05.113 The student will leaf through books. (i.e., to note size of print, to note number of pictures.)
  - 13.05.114 The student will select a page at random and read it aloud. (i.e., pronounce words correctly, comprehend written words.)
  - 13.05.115 The student will choose the correct book for his/her reading level. (i.e., a book which he/she comprehends and is equal to his/her interests.)

- 13.05.12 Given three food items (fruit, soda, and a candy bar) and instructions to choose the one which is most healthful, the student will choose the fruit.
  - 13.05.121 The student will verbally state why he/she likes all three foods. (e.g., sweet, satisfies hunger or thirst.)
  - 13.05.122 The student will verbally state disadvantages of candy bar. (e.g., too much sugar, fattening.)
  - 13.05.123 The student will verbally state disadvantages of soda. (e.g., too much sugar, little nutrition.
  - 13.05.124 The student will verbally state advantages of fruit. (e.g., naturally sweet, contains vitamins.)
  - 13.05.125 The student will choose the most healthful food -- the fruit. (i.e., most nutritious, most natural.)

13.05.2 ST10: Given any number of alternatives with teacher-directed standards for choice, the student will assess and make appropriate choices.

- 13.05.21 Given a choice of five subjects to choose for the next semester (including College English, Algebra, Typing, Basic Home Maintenance, and Advanced Drafting), the student will choose the one that will benefit him/her the most.
  - 13.05.211 The student will verbally state the difference between skilled and semi-skilled jobs and unskilled jobs. (e.g., training, experience.)

13.05.212 The student will verbally state type of job he/she can expect after completing school. (e.g., semi-skilled, unskilled.)

13.05.213 The student will select courses which would be required for semi-skilled or unskilled jobs. (e.g., Typing, Basic Home Maintenance.)

13.05.214 The student will state courses which would be required for skilled jobs. (e.g., College English, Algebra, and Advanced Drafting.)

13.05.215 The student will choose Basic Home Maintenance as the course he/she would take that would benefit him/her most. (e.g., no prerequisites.)

13.05.22 Given a list of six in-school jobs (including janitor, secretary, teacher, janitor's aide, principal, and cook), the student will choose the job for which he/she is most qualified.

13.05.221 The student will select jobs which require a college education. (i.e., teacher, principal.)

13.05.222 The student will select jobs which may require special training. (i.e., cook, secretary, janitor.)

13.05.223 The student will verbally state jobs which may require some prior experience. (i.e., secretary and cook.)

13.05.224 The student will determine two jobs which would require the least amount of experience. (i.e., janitor and janitor's aide.)

13.05.225 The student will select the janitor's aide job as the one he/she is most qualified for. (i.e., requires least amount of training, requires least amount of experience.)

13. EMPLOYABILITY SKILL: Directions

13.06 LEVEL OF PERFORMANCE: Moderately Difficult With Reinforcement

ANNUAL GOAL: **The student will follow moderately difficult directions when given only once either verbally or with gestures.**

13.06.1 ST10: Given a job task, the student will select materials from a variety of sources which will be most appropriate for accomplishing the task.

13.06.11 Given the task of preparing a box lunch consisting of a sandwich, a piece of fruit, and a thermos of milk, the student will select and assemble all the items for the lunch, prepare the sandwich and thermos, and place all items in the proper place.

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13.06.111 After being informed what the lunch is to include, the student will collect and place on a table all the items necessary to prepare the lunch.
13.06.112 After all items have been collected, the student will open the lunch box and remove thermos.
13.06.113 The student will prepare sandwich by spreading filling on bread, placing second slice of bread on top, and cutting it in half.
13.06.114 The student will then place sandwich in a plastic sandwich bag or wrap it in wax paper.
13.06.115 The student will fill thermos with milk, replace and make sure cap is screwed on properly, then put on cup.
13.06.116 The student will put sandwich and fruit in bottom of the lunch box, placing thermos in its appropriate place.

13.06.12 Given the task of cleaning the blackboard, the student will assemble and prepare all the appropriate materials to properly accomplish this task.
13.06.121 The student will select a clean eraser from the chalk tray.
13.06.122 The student will erase all writing from the board.
13.06.123 The student will then go to the supply closet and select the appropriate sized bucket and sponge.
13.06.124 The student will fill the bucket with appropriate amount of water.
13.06.125 The student will dip sponge in bucket of water, wringing out excess water, and wash board.
13.06.126 The student will return all materials to their proper places.

13.06.2 ST10: When given a variety of clothing, the student will choose the appropriate attire for a particular situation. (e.g., a church setting, snow skiing.)

13.06.21 When presented with a set/sets of pictures depicting articles of clothing worn in different climates, the student will select the picture/pictures of clothing most appropriate to be worn on a typical January day in Ohio.
13.06.211 When asked, the student will orally describe a typical January day in Ohio. (e.g., cold, snowy.)
13.06.212 The student will identify the article of clothing in each picture.
13.06.213 The student will group pictures in terms of the part/parts of the body they are worn on. (e.g., sun hat, scarf, stocking cap on head; shoes, sandals, socks, boots on feet.)
13.06.214 The student will choose the appropriate item/items from each group of pictures he/she would wear on a typical January day in Ohio.

13.06.215 The student will orally explain the reasons for each choice. (e.g., gloves or mittens to keep hands warm, or boots to keep feet dry and warm, or stocking cap to protect head and ears from the wind and cold.)
13.06.216 A student will model an outfit of clothing like he/she just described.

13.06.22 When provided with a variety of clothes to select from, the student will choose a complete outfit that is appropriate for church.
13.06.221 Presented a variety of clothes, the student will identify each piece by name.
13.06.222 Instructed to do so, the student will choose a complete clothing outfit appropriate for church. (i.e., outer wear, accessories.)
13.06.223 The student will select items of clothes for a complete dress outfit, including shoes.
13.06.224 The student will identify the items of clothing by name.
13.06.225 The student will give reasons for his/her choices.
13.06.226 The student will model the outfit.

13. EMPLOYABILITY SKILL: Directions

13.07 LEVEL OF PERFORMANCE: Follows Moderately Difficult Directions

ANNUAL GOAL: The student will follow complex directions (i.e., six to eight steps) when given both verbally and gesturally at least twice and with physical assistance on some of the steps.

13.07.1 STIO: Given a task to do, the student will complete the task without losing interest and before beginning a new project, with 100 percent accuracy.

13.07.11 Given the task of setting the table, the student will put all needed utensils on the table in their correct place with 100 percent accuracy.
13.07.111 Given all utensils and materials needed to complete the task, the student will place each piece in its place with 100 percent accuracy as he/she is being shown by the teacher.
13.07.112 Given all needed utensils, the student will complete the task alone with 75-100 percent accuracy.
13.07.113 Given the task above, the student will get all needed materials from their storage place and complete the task alone with 25-50 percent accuracy.
13.07.114 Given the task above, the student will get all needed materials from their storage place and complete the task alone with 50-75 percent accuracy.
13.07.115 Given the task above, the student will complete the task by getting all needed materials from their storage place and setting the table with 100 percent accuracy.
13.07.116 The student will put all materials away in their correct place.

13.07.12 Given a car to be washed, waxed, and cleaned inside and out in one day (with time off for lunch and two rest breaks), the student will complete the task with 100 percent accuracy without being told to get back to work.

13.07.121 Given the task above, the student will complete the task with 25-50 percent accuracy after being instructed when to return to work after lunch and after breaks.

13.07.122 Given the task above, the student will complete the task with 50-75 percent accuracy after being instructed when to return to work after lunch and after breaks.

13.07.123 Given the task above, the student will complete the task with 50-75 percent accuracy with minimal instruction.

13.07.124 Given the task above, the student will complete the task with 75-100 percent accuracy with minimal instruction.

13.07.125 Given the task above, the student will complete the task with 100 percent accuracy, returning to work after lunch and breaks independently.

13.07.126 The student returns all materials used to correct storage place.

13.07.2 ST10: Given a multi-step task, the student will complete the task without losing interest or beginning a new project with 100 percent accuracy.

13.07.21 Given a car to be washed, waxed, and cleaned inside and out with only enough time to do half the job the first day, the student will complete the task by finishing it on a second day before beginning a new project.

13.07.211 Given a car to work on, the student will complete the above task with 25-50 percent accuracy with the teacher's assistance and instruction concerning when to return to the job and what to do.

13.07.212 Given a car to work on, the student will complete the above with 50-75 percent accuracy with teacher assistance and instruction concerning when to return to the job and what to do.

13.07.213 Given a car to work on, the student will complete the above task with 50-75 percent accuracy with minimal teacher instruction concerning returning to the job.

13.07.214 Given a car to work, the student will complete the above task with 75-100 percent accuracy with minimal teacher instruction concerning returning to the job.

13.07.215 Given the task of cleaning a car's exterior and interior, the student will complete the task independently with 100 percent accuracy over a period of two days before beginning a new project.

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13.07.22 Given the task of tidying up, dusting, sweeping, scrubbing the floors, and washing the windows of a room with only enough time to complete half the job the first day, the student will complete the task by finishing it on a second day before beginning a new project.

- 13.07.221 Given a room to clean entirely, the student will complete the above task with 25-50 percent accuracy with teacher direction concerning what to do and when to return to work over a period of two days.
- 13.07.222 Given a room to clean entirely, the student will complete the above task with 50-75 percent accuracy with teacher direction concerning what to do and when to return to work over a period of two days.
- 13.07.223 Given a room to clean entirely, the student will complete the above task with 75-100 percent accuracy with minimal teacher direction concerning what to do or returning to work.
- 13.07.224 Given a room to clean entirely, the student will complete the above task with 50-75 percent accuracy independently over a period of two days before beginning a new project.
- 13.07.225 Given a room to clean entirely, the student will complete the above task independently with 100 percent accuracy over a period of two days before beginning a new project.

13. EMPLOYABILITY SKILL: Direction

13.08 LEVEL OF PERFORMANCE: Complex Directions With Assistance

ANNUAL GOAL: The student will follow complex directions when given only once both verbally and with gestures.

13.08.1 STIO: Given a list of classroom tasks, the student will volunteer for a job which is within his/her skill range and complete the task satisfactorily.

13.08.11 Having selected the task of washing desk tops, the student will gather and prepare materials to complete the task and will follow a logical sequence of activities to complete the task.

- 13.08.111 The student will clear and dust all desk tops.
- 13.08.112 The student will prepare or mix cleaning solution and water in a bucket and sponge desk tops clean.
- 13.08.113 The student will rinse desk tops with clear, clean water.
- 13.08.114 The student will dry desk tops with cloths or paper towels.
- 13.08.115 The student will clean and dry all cleaning equipment.

13.08.116 The student will return all cleaning equipment to storage place.

13.08.12 Having selected a classroom job, the student will estimate the time needed to complete it, select the proper or suitable time of day for the job, and keep a daily record of the work completed and time spent.

13.08.121 The student will estimate five minutes to dust and clear fifteen desks, fifteen minutes to wash desks, five minutes to dry, and five minutes to clean and put away tools -- 30 minutes total.

13.08.122 The student will select noon period or after school to have a 30-minute work period or a time when room is empty for 30 minutes.

13.08.123 The student will keep a record of the days per week that desks are washed and the time spent.

13.08.124 The student will keep a written record of cleaning materials used and needed.

13.08.125 The student will strive to shorten estimated time of work by trying more efficient work routines.

13.08.126 The student will strive to improve quality of performance and will accept inspection of work completed.

13.08.2 ST10: Given four work-sample learning stations, the student will choose the one he/she can do and will follow directions given there accepting suggestions from the teacher for improving his/her performance and product.

13.08.21 Given a choice of four work-sample learning stations, the student will choose an appropriate station for his/her skill level and will follow the directions to produce the product.

13.08.211 The student will listen to the teacher (or tape) give the directions to him/her orally.

13.08.212 The student will repeat the directions in his/her own words.

13.08.213 The student will identify each piece of material to be used and state its purpose.

13.08.214 The student will arrange material to be used for efficient work operation.

13.08.215 The student will observe a demonstration of work procedure.

13.08.216 The student will do a trial run-through of the procedure under supervision.

13.08.22 When working at a work-sample learning station, the student will accept suggestions and corrections from the teacher in a positive manner to improve his/her performance and the product.

13.08.221 The student will compare his/her product to the model and evaluate it as poor, good, better, etc.

13.08.222 The student will compare his/her time to complete the task to the time on a Goal and Objective Statement posted on the work-sample learning station.

13.08.223 The student will perform under observation to receive suggestions for improvement.
13.08.224 The student will adjust procedures to improve product or time efficiency.
13.08.225 The student will express thanks and appreciation for helpful suggestions.
13.08.226 The student will again compare his/her product to model and the work time to stated objective.

13. EMPLOYABILITY SKILL: Direction

13.09 LEVEL OF PERFORMANCE: Follows Complex Directions

ANNUAL GOAL: The student will perform tasks involving directions with eight to ten steps, if given both verbal and gestural instructions two or three times.

13.09.1 ST10: Given a student who will be able to hold a desired position if he/she learns to control his/her temper, the student will learn to handle disappointments and frustrations in a socially acceptable manner.

13.09.11 Given a student who is not successful on a test, the student will display his/her disappointment and frustration in a socially accepted manner.
13.09.111 The student will discuss a socially acceptable way to handle disappointment and frustration when not successful on a test.
13.09.112 The student will discuss an inappropriate way to handle disappointment and frustration when not successful on a test.
13.09.113 The student will role play inappropriate behavior to handle disappointment and frustration when not successful on a test.
13.09.114 The student will role play socially acceptable behavior to handle disappointment and frustration when not successful on a test.
13.09.115 The student will be observed by the teacher, and a record of emotional responses in both social and work activities will be made.
13.09.116 The student will identify behavior he/she needs to change to become more acceptable in the classroom.

13.09.12 The student will display good sportsmanship when he/she is disappointed with the result of a competitive game.
13.09.121 The student will discuss socially acceptable ways to handle disappointment as a result of a competitive game.
13.09.122 The student will discuss an inappropriate way to handle disappointment as a result of a competitive game.
13.09.123 The student will role play inappropriate behavior to deal with disappointment resulting from a competitive game.

13.09.124 The student will role play socially acceptable behavior to handle disappointment resulting from a competitive game.

13.09.125 The student will be observed by the teacher, and a record will be made of emotional responses in both social and work activities.

13.09.126 The student will identify behavior he/she needs to change to become more socially acceptable.

13.09.2 ST10: The student will accept constructive criticism in a positive manner that leads to improvement of his/her work performance.

13.09.21 Given a student who catches a person bothering his/her personal belongings, the student will handle the situation in a cool, calm manner.

13.09.211 The student will discuss socially acceptable ways to deal with someone bothering his/her personal belongings.

13.09.212 The student will discuss inappropriate ways to deal with someone bothering his/her personal belongings.

13.09.213 The student will role play inappropriate behavior to display when he/she catches someone bothering his/her personal belongings.

13.09.214 The student will role play socially acceptable behavior to display when he/she catches someone bothering his/her personal belongings.

13.09.215 The student will be observed by the teacher, and a record will be made of emotional responses in both social and work activities.

13.09.216 The student will identify behavior he/she can change to become more competent to deal with problems.

13.09.22 The student will display good sportsmanship when he/she is criticized on his/her performance in a work situation.

13.09.221 The student will discuss socially acceptable ways to handle frustration resulting from personal performance in a work situation.

13.09.222 The student will view a film on appropriate and inappropriate ways to handle frustration resulting from criticism on performance in a work situation.

13.09.223 The student will role play appropriate and inappropriate behaviors to deal with frustration resulting from criticism on performance in a work situation.

13.09.224 The student will list on a chart socially acceptable behaviors to deal with criticism on performance on a work situation.

13.09.225 The student will be observed by the teacher, and a record will be made of emotional responses in both social and work activities.

13.09.226 The student will identify behavior he/she needs to develop in order to profit from constructive criticism.

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13. EMPLOYABILITY SKILL: Direction

13.10 LEVEL OF PERFORMANCE: Follows Very Complex Directions

ANNUAL GOAL: The student will demonstrate an ability to follow directions in order to gain and hold employment in a given occupational field.

13.10.1 ST10: Given a detailed sequence of instructions, the student will carry them out accurately and efficiently with no adult supervision.

- 13.10.11 Given a detailed description by the teacher of a cooking task (baking a box cake), the student will carry out each task and complete it without supervision.
  - 13.10.111 The student will clearly describe steps he/she is going to take in proper sequence.
  - 13.10.112 The student will gather needed materials. (i.e., pans, measuring spoons, etc.)
  - 13.10.113 The student will describe each step before performing that step.
  - 13.10.114 The student will describe each step as he/she is performing each step.
  - 13.10.115 The student will complete the task with no adult supervision

- 13.10.12 Given directions to clean a classroom by emptying the trash, washing the tables and blackboards, cleaning the windows and vacuuming the carpet, the student will complete the tasks by following the multi-step directions, asking questions if problems arise.
  - 13.10.121 The student will clearly state steps to complete the task in proper sequence.
  - 13.10.122 The student will gather needed materials to complete task.
  - 13.10.123 The student will describe each step before performing the task.
  - 13.10.124 The student will describe each step while performing each step of the task.
  - 13.10.125 The student will complete the multi-step task, asking questions if problems arise.

13.10.2 ST10: Given a written set of instructions, the student will follow the step-by-step procedures to reach a goal.

- 13.10.21 Given instructions for using the yellow pages of the phone book or for using the newspaper, the student will follow the instructions to accomplish the task.
  - 13.10.211 The student will read the yellow pages to find a physician's number and will phone for an appointment.
  - 13.10.212 The student will look up T.V. repairman in the yellow pages and will phone for a quotation.
  - 13.10.213 The student will identify want ad for used furniture sale and will phone for price on a table.
  - 13.10.214 The student will place a phone call in response to want ad for baby-sitting services or other job.

13.10.215 The student will look up a want ad for a restaurant and determine the cost of an advertised meal.
13.10.216 The student will look up in grocery ads the costs of grocers on a list and will determine the amount of money needed to purchase them.

13.10.22 Given a set of written directions and an item to assemble, the student will correctly assemble the item, following step-by-step procedures.
13.10.221 The student will identify the item to be assembled. (e.g. model car, child's toy.)
13.10.222 The student will lay out all parts of item to be assembled.
13.10.223 The student will read directions to assemble item.
13.10.224 The student will identify each part by its description in directions. (i.e., hold each part while reading description and state use.)
13.10.225 The student will examine product to be sure it is complete.

NOTES:

EMPLOYABILITY CURRICULUM

14. EMPLOYABILITY SKILL: Memory

14.01 LEVEL OF PERFORMANCE: No Recall

ANNUAL GOAL: The student will be able to remember previous events when others provide hints.

14.01.1 STIO: Given a visual or auditory strategy for remembering, the student will employ it successfully.

- 14.01.11 When asked, the student will identify with 100 percent accuracy an object shown to him/her ten minutes earlier, using visual details of size, color, and shape.
  - 14.01.111 Shown an object such as a long yellow pencil, the student will immediately indicate (by pointing out or describing) the object shown.
  - 14.01.112 Shown three different objects, the student will indicate that a particular object (e.g., the pencil) was shown first.
  - 14.01.113 Shown an object and given a brief delay of three to five minutes, the student will indicate the object.
  - 14.01.114 Shown an object and given a brief delay with verbal distractions, the student will indicate the object.
  - 14.01.115 Shown an object and given a longer delay of about ten minutes, the student will be able to differentiate the object from three similar objects.
  - 14.01.116 The student will be able to identify an object even if there are a varying number of distractions.

- 14.01.12 When asked, the student will repeat with 100 percent accuracy a specific word given him/her to memorize ten minutes earlier, using an association technique.
  - 14.01.121 Given a word and an association, the student will immediately repeat the word.
  - 14.01.122 When asked, the student will visualize in his/her mind a picture of a word given him/her to repeat and he/she will describe the image.
  - 14.01.123 When given a word to remember and a beginning sound association, the student will be able to repeat the beginning sound and associate the word with a word that rhymes.
  - 14.01.124 When the student is given a word to remember, he/whe will be able to recall the word after a brief delay because of conversation.
  - 14.01.125 When the student is given a word to remember, he/she will be able to recall the word after a long delay of conversations.

14.01.2 STIO: Given experiences in perceiving sensory information from all five senses, the student will develop a variety of avenues for remembering.

- 14.01.21 When asked to do so, the student will indicate an odor presented to him/her ten minutes earlier.

- 14.01.211 When presented with two radically different scents, the student will immediately respond by telling that the scents are different.
- 14.01.212 Given a scent to smell, the student will be able to identify which of three other scents resemble the sample.
- 14.01.213 Given a game situation in which the player is to identify a scent after a period of three to five minutes, the student will be able to tell the scent from a group of scents.
- 14.01.214 Given a similar situation as in #3 but with a group of similar scents, the student will be able to tell the scent from a group of scents.
- 14.01.215 Given specific scents which could be named (e.g., roses, chocolate, etc.), the student will be able to name the scents.

14.01.22 When asked to do so, the student will remove from a box an object he/she has held 10 minutes earlier and identify by tactile sense only.

- 14.01.221 Having been given an object to hold earlier, the student will be able to reach in to a box and pick out the object from three other objects.
- 14.01.222 Having been given an object to hold momentarily, the student will later be able to reach in to a box of up to six objects and pick out the object which was previously held.
- 14.01.223 Having been given an object to hold momentarily, the student will be able to reach into a box of at least ten objects and pick out the one previously held.
- 14.01.224 Having been given an object to hold momentarily, the student will be able to reach into a box after ten minutes and pick out the object previously held.
- 14.01.225 Having been given a box in which the student feels without looking, the student will be able to describe the object to the class and identify what it is.

14. EMPLOYABILITY SKILL: Memory

14.02 LEVEL OF PERFORMANCE: Recall With Cues

ANNUAL GOAL: The student will display short-term memory of events.

14.02.1 STIO: When shown a picture of a worker, a student will name three chores the worker would perform.

14.02.11 After viewing a picture of a farm laborer, the student will describe three farm chores he/she would perform.

- 14.02.111 When shown a flash card for a few seconds, showing several objects, the student will tell how many objects were on the card.
- 14.02.112 When shown a flash card for a few seconds, showing several objects, the student will name the objects on the card.
- 14.02.113 After a discussion of farm work, the student will draw a picture of three jobs to be done on a farm. (e.g., baling hay, feeding pigs, picking apples)

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14.02.114 When shown a display of tools used by various workers, the student will pick up the proper tool used by the particular worker named by the teacher (e.g., for a secretary it is a pencil and paper; for a carpenter it is a hammer and saw).

14.02.115 Given catalogs and an assigned job title after a classroom discussion, the student will cut out ten tools used at the job discussed and will later display these on the buttletin board.

14.02.12 After listening to a tape describing something or giving directions, the student will recall three to five details.

14.02.121 After being told to get five tools, the student will go to the table and select those five tools. (e.g., hammer, screw driver, pencil, wrench, pliers)

14.02.122 After listening to a work-study student explain what he/she does on the job, the student will list four things that he/she might do.

14.02.123 After listening to a tape listing five tools, the student will name those tools.

14.02.124 After listening to a simple instruction on a tape, the student will perform the task after five minutes of waiting. (e.g., put your books on the shelf, sharpen your pencil)

14.02.125 After being given multiple-step directions for an art project, the student will sequentially perform those steps. (e.g., measure and cut paper, fold paper in various shapes, tape or glue)

14.02.126 After listening to a tape of the description of a school janitor's job, the student will recall three items the janitor might clean.

14.02.2 STIO: When shown a picture of a weather condition, the student will correctly name three articles of clothing to wear to work during a certain season.

14.02.21 When shown a picture of a construction worker, the student will be able to name six other items of clothing suitable for a work outfit.

14.02.211 When shown a ball cap, toboggan cap, and hard hat, the student will correctly pick the hard hat as the one to be worn by a construction worker.

14.02.212 When shown a pair of steel-toes work shoes, the student will tell why they should be worn by a construction worker. (e.g., to protect his toes from falling objects)

14.02.213 When given three pairs of gloves (e.g., ski, dress, canvass work gloves), the student will try each on and then decide which would be worn by a construction worker.

14.02.214 When given a catalog, the student will cut out appropriate pictures of construction worker's clothing and paste them onto a paper to make a complete outfit.

14.02.215 When asked, the student will tell five differences in clothing articles of a construction worker and a businessman. (e.g., hats, shirts, pants, coats, socks, shoes)

14.02.216 When given a worksheet of drawings of five different workers' outfits, the student will identify the construction worker's outfit.

14.02.22 When asked about the winter season, the student will name five articles of clothing for wearing outdoors in winter weather.

- 14.02.221 When asked, the student will use a catalog and cut out 10 winter clothing items and 10 summer clothing items, making a poster to compare them.
- 14.02.222 The student will collect pictures of 10 different types of workers properly attired for winter, to comprise a class bulletin board.
- 14.02.223 When shown 10 different articles of clothing by the teacher, the student will correctly name each article and the season in which it should be worn.
- 14.02.224 After listening to the work-study coordinator discuss dressing during the winter, the student will list five articles of winter clothing to wear to his/her job or an assigned job task, (e.g.,toboggan cap,boots,gloves,coat,long underwear,heavy socks).
- 14,02.225 During the winter, the student will show proper winter dress by coming to school dressed appropriately for the weather as monitored by the teacher and recorded on a chart for appropriate body wear and appropriate foot wear.
- 14.02.226 The students will have a style show of winter wear.

14. EMPLOYABILITY SKILL: Memory

14.03 LEVEL OF PERFORMANCE: Immediate Recall of Events

ANNUAL GOAL: The student will display short-term memory of facts.

14.03.1 STIO: Given a lesson, the student will recall one to three events that happened during the lesson and discuss them afterwards.

14.03.11 Given a lesson and demonstration on hair washing, the student will recall one to three important steps in washing hair and describe each step accurately.

- 14.03.111 The student will view a film on washing hair and then will state orally what happened after the hair was wet. (e.g., shampoo was added, suds were worked up, soap was rinsed off, etc.).
- 14.03.112 Using flash cards of the steps for washing hair, the student will discuss each step. When one card is removed, the student will recall the missing step.
- 14.03.113 After a discussion of the three basic steps in hair washing (wetting, soaping,rinsing), the student will find pictures to cut out of a magazine, depicting the three basic steps.
- 14.03.114 The student will observe the teacher washing student volunteer's hair, listening to the teacher's discussion of each step, and afterwards the student will recall one to three steps in the procedure.
- 14.03.115 The student will wash his/her hair at home and recall at school one to three of the basic steps he/she used.
- 14.03.116 The student will identify one to three methods of drying the hair. (e.g., toweling, using a hair dryer, brushing near a source of heat.)

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14.03.12 Given a lesson and demonstration on how to make a bed, the student will recall one to three steps in the procedures involved in bed making, describing each step accurately.

- 14.03.121 The student will identify the first step as taking off the spread, blanket, and soiled sheets and pillow cases.
- 14.03.122 The student will identify the soiled sheets and pillow cases as the pieces to go to the laundry and will explain what will be done with them.
- 14.03.123 The student will recall which pieces(spread, blanket, and pillows) should be aired and fluffed and will describe how to do it.
- 14.03.124 The student will describe how to put on the clean bottom and top sheet as the next step.
- 14.03.125 The student will recall and describe the "tuck under chin" procedure of putting on the clean pillowcases on the pillows.
- 14.03.126 The student will describe how to put on the blanket and/or spread as the final step in bed making.

14.03.2 STIO: Given a day's activities, the student will recall one to three events that happened during the morning hours and one to three events of the afternoon hours.

14.03.21 The student will recall and describe one to three events that took place during the morning hours,when asked by the teacher.

- 14.03.211 Immediately following the opening exercises, the student will name and describe one or more of the events which happened during the opening exercise.
- 14.03.212 Before lunch, the student will recall and describe one to three regular morning events which happened.
- 14.03.213 Before lunch, the student will recall at least one unusual event that occurred during the morning.
- 14.03.214 After listening to a story(record, tape, or reading by the teacher), the student will recall and tell about one to three events in the story.
- 14.03.215 After viewing a film or filmstrip, the student will recall and describe one of the events that occurredin the film.
- 14.03.216 After recess, the student will recall and tell about one of the games that was played.

14.03.22 The student will name one to three events of the day when asked by the teacher, who will increase the time span between the event and recall at each recitation.

- 14.03.221 In the afternoon, the student will recall at least one of the morning announcements and repeat it.
- 14.03.222 In the afternoon, the student will recall and describe one to three events that occurredin the morning lesson.
- 14.03.223 In the afternoon, the student will recall and describe what the morning's weather was like.
- 14.03.224 In the afternoon, the student will recall one to three events he/she witnessed during the lunch hour.

14.03.225 In the afternoon, the student will recall and tell about one to three events of the morning story hour.
14.03.226 At the end of the day, the student will recall and describe the most unusual (exciting, sad, happy) event of the day.

14. EMPLOYABILITY SKILL: Memory

14.04 LEVEL OF PERFORMANCE: Immediate Recall of Facts

ANNUAL GOAL: The student will display short-term memory of concepts and groups of information.

14.04.1 STIO: Given a group of items in a separate location, the student will pick out the items specified by the teacher.

14.04.11 Given a group of items (tools, sewing objects, foods) that are familiar to the student and placed in a separate location, the student will pick out one or two items specified by the teacher from a group of four.
14.04.111 When the teacher places items (foods, tools, etc.) in another room, the student will be able to pick out items and retrieve them. (e.g., a screwdriver, a hammer, etc.)
14.04.112 The student will go to another room, remembering items requested by another person, and bring them one at a time to the person.
14.04.113 The student will return a group of items from another room when requested.
14.04.114 The student will be sent to the school office to bring back two specified materials which he/she must remember to request verbally.
14.04.115 The student will be sent to another teacher or the janitor with a specific verbal message.

14.04.12 Given a group of eight items (tools, sewing objects, foods) that are familiar to the student and placed in a separate location, the student will pick out three or four items specified by the teacher.
14.04.121 When the teacher places items in another room and requests the student to get specific items, the student will pick up three or four items from the room and return at one time.
14.04.122 The student will go to another room, remember specified items, and pick them out from a group of eight items.
14.04.123 The student will return the objects to the teacher for verification by remembering this is a part of the assignment.
14.04.124 The student will go to the cafeteria for four specific items which he/she must remember to request verbally.
14.04.125 The student will go to the principal or nurse with a specific message to be delivered orally.

14.04.2 STIO: Given a role-playing situation where the student is a waiter, clerk, or salesperson, etc., the student will relay a message to the teacher without writing it down.

14.04.21 Given a role-playing situation, the student will take a message of one to two items from another student and relay the message to the teacher by memory.
  14.04.211 While role playing as a waiter, clerk, or salesperson, the student will take an order from another student without writing it on paper.
  14.04.212 The student will relay the student order to the teacher who is role playing as a kitchen helper/stockperson who takes orders.
  14.04.213 The student will role play a doctor's office receptionist who relays messages to the nurse or doctor.
  14.04.214 The student will role play a trip to the bank to deposit several amounts, pay several bills, and obtain a specific amount of change.
  14.04.215 The student will report the day's weather facts after hearing it on the radio, television, or tape.

14.04.22 Given a role playing situation, the student will take a message of three to four items from another student or aide and relay the message to the teacher by memory.
  14.04.221 Given a role-playing situation in which a sales order of three to four items is given to the student, the student will take the order without writing anything down.
  14.04.222 The student will relay the order to the teacher who is role playing the supplier.
  14.04.223 The student will repeat several facts heard on the day's newscast on radio or T.V.
  14.04.224 The student will recall the important facts from a T.V. commercial he/she has just heard.
  14.04.225 After viewing a film or filmstrip on checking accounts, the student will recall three or four important facts.

14. EMPLOYABILITY SKILL: Memory

14.05 LEVEL OF PERFORMANCE: Immediate Recall of Sequences

ANNUAL GOAL: The student will be able to remember events that have occurred in the distant past, only when others provide hints.

14.05.1 STIO: Given a list of facts relating to everyday life, the student will recall and state these facts in the correct sequence.

14.05.11 Given a limited number (three to seven) of personal information items in sequence, the student will recall and state these facts in the correct order.
  14.05.111 When told his/her full name, the student will repeat his first, middle, and last names in correct sequence.
  14.05.112 When told his/her birthdate, the student will repeat the month, day, and year in correct sequence.

14.05.113 When told his/her telephone number, the student will correctly recall the seven digits in correct sequence.

14.05.114 When told his/her home address, the student will correctly state his/her house number (box number) and street or road in correct sequence.

14.05.115 When told his/her city, state, and zip code, the student will correctly recite this information in correct sequence.

14.05.12 Given a larger number (five to ten) of everyday facts in sequence, the student will recall and state these facts in the correct order.

14.05.121 When asked to give today's date, the student will state the month, day, and year accurately in correct sequence.

14.05.122 Given a phone number (such as, doctor's, police's, or school's), the student will dial on the phone the number in correct sequence.

14.05.123 When asked to recall the days of the week, the student will recite them in correct sequence.

14.05.124 When asked to give parent's name and occupation, the student will give the parent's full name and place of employment accurately.

14.05.125 When asked to give directions from the school to home, the student will state streets, landmarks, and turns in correct sequence.

14.05.2 STIO: Given listed items in a recipe, the student will recall the correct sequence in mixing three to five ingredients.

14.05.21 The student will mix the three ingredients to make lemonade in correct sequence with 100 percent accuracy.

14.05.211 The student will find the necessary ingredients (lemons, sugar, water) and utensils (bowls, pitcher, measuring cup, knife, and spoon) in the kitchen and assemble them on the work table.

14.05.212 The student will cut, squeeze, and measure appropriate amounts of lemon juice, sugar and water needed for the recipe.

14.05.213 The student will mix and stir the three measured ingredients in a pitcher until dissolved.

14.05.214 The student will pour lemonade into glasses and serve to members of the class.

14.05.215 The student will recite the sequential steps and ingredients used in preparing the lemonade.

14.05.22 The student will mix the four ingredients to make hot chocolate in correct sequence with 100 percent accuracy.

14.05.221 The student will locate the necessary ingredients (cocoa, sugar, salt, milk) and utensils (pan, measuring cups, spoon, and mugs) in the kitchen and assemble them on the work table.

14.05.222 The student will measure correct amounts of each ingredient in the recipe and place them in sequential order on work surface.

14.05.223 The student will combine sugar, cocoa, and salt in a pan and mix thoroughly, then add milk slowly while still mixing.
14.05.224 The student will place the pan on the stove, turn the burner on to medium temperature, and cook, stirring until hot.
14.05.225 The student will pour hot chocolate into mugs and serve to members of the class.
14.05.226 The student will recite the sequential steps and ingredients used in preparing the hot chocolate.

14. EMPLOYABILITY SKILL: Memory

14.06 LEVEL OF PERFORMANCE: Long-Term Recall With Cues

ANNUAL GOAL: The student will display knowledge of events that occurred in the distant past.

14.06.1 ST10: When applying for a job, the student will be able to tell or write three or five vital statistics about himself/herself.

14.06.11 When requested to do so, the student will accurately state his/her age and birthdate.
14.06.111 The student will write his/her age and birthdate on a piece of paper and on the board.
14.06.112 The student will write his/her age and birthdate on identification cards and on filing cards.
14.06.113 The student will verbally state his/her age and birthdate to the teacher and to the class.
14.06.114 The student will verbally state his/her age and birthdate to the principal and another faculty member.
14.06.115 The student will write his/her age and birthdate on a questionnaire and a job application

14.06.12 When requested to do so, the student will give his/her home address and telephone number.
14.06.121 The student will write his/her home address and telephone number on a piece of paper and on the board.
14.06.122 The student will write his/her home address and telephone number on identification cards and on filing cards.
14.06.123 The student will verbally state his/her home address and telephone number to the teacher and to the class.
14.06.124 The student will verbally state his/her home address and telephone number to the principal and to another faculty member.
14.06.125 The student will write his/her home address and telephone number on a questionnaire and on a job application.

14.06.2 ST10: The student will ask for and fill out various forms, when requested to do so.

14.06.21 When directed to do so, the student will go to the bank teller and request an application form for a savings account.

14.06.211 The student will name two banks in the area where he/she might get a savings account.
14.06.212 The student will give the location and explain how to get to these banks.
14.06.213 The student will role play asking a teller for an application for a savings account and a pen.
14.06.214 The student will fill out the application and role play returning it to the banker.
14.06.215 The student will go to the bank, ask for an application, and fill it out completely.

14.06.22 When directed to do so, the student will go to a gas station and request an application for a credit card.
14.06.221 The student will name two gas stations in the area where he/she could get a credit card.
14.06.222 The student will give the location and explain how to get to these gas stations.
14.06.223 The student will role play asking the gas station attendant for an application for a credit card and a pen.
14.06.224 The student will fill out the application and role play returning it to the attendant.
14.06.225 The student will go to a gas station, ask for an application, and fill it out completely.

14. EMPLOYABILITY SKILL: Memory

14.07 LEVEL OF PERFORMANCE: Long-Term Recall of Events

ANNUAL GOAL: The student will display knowledge of facts learned in the distant past.

14.07.1 STIO: Upon request, the student will recall three things he/she did during a summer vacation or a Christmas vacation.

14.07.11 When requested, the student will describe one event of his/her summer vacation, giving details of the who, what, where, when, and why.
14.07.111 After being shown a picture or film, the student will tell who the main character was.
14.07.112 After being shown a picture or film, the student will tell what events took place.
14.07.113 After being shown a picture or film, the student will tell when the events took place.
14.07.114 After being shown a picture or film, the student will tell when the events may have taken place.
14.07.115 After being shown a picture or film, the student will tell why the events took place.
14.07.116 The student will describe two to three events that happened during the summer vacation.

14.07.12 When asked to share vacation experiences, the student will recall one event that happened during his/her Christmas holiday, giving details of the who, what, where, and when.
14.07.121 When asked, the student will tell who visited his/her home over the Christmas holidays.
14.07.122 When asked, the student will state what he/she got for Christmas.

14.07.123 When asked, the student will tell where he/she visited over the holidays.
14.07.124 When asked, the student will tell when certain events occurred over the holiday.
14.07.125 The student will recall what games he/she played over the holiday and with whom he/she played.

14.07.2 ST10: When asked, the student will recall his/her last school field trip and give the purpose and destination of the trip.

14.07.21 Given three places of interest, the student will identify the one as a destination of the last school trip.
14.07.211 Given a list of school holidays, the student will name the last one observed.
14.07.212 When asked, the student will tell the class the subjects in his/her daily schedule last year.
14.07.213 When shown a set of student drawings from various field trips, the student will select the one from his/her last trip.
14.07.214 Given a list of field trips that all of the students in the school have taken, the student will circle the one that he/she last took
14.07.215 When given the addresses of three locations, the student will tell which is the address of the last field trip he/she took.
14.07.216 The student will recall two or three events on last year's field trip.

14.07.22 When given three activities which occurred on the trip, the student will identify one as the main purpose of the trip.
14.07.221 After the students have drawn pictures of events of a field trip, the student will select the one showing the main event.
14.07.222 When asked, the student will be able to name all of the events that occurred on the trip. (e.g., bus ride, tour, lunch.)
14.07.223 When asked, the student will tell the main purpose of the last field trip taken.
14.07.224 After making an experience-chart story listing of all the events of the trip, the student will, when asked, select the main purpose of the trip.
14.07.225 When given a list of main purposes and a list of field trips, the student will be able to match them correctly.
14.07.226 The student will relate the event he/she enjoyed most on the trip and give reasons why.

14. EMPLOYABILITY SKILL: Memory

14.08.1 LEVEL OF PERFORMANCE: Long-Term Recall of Facts

ANNUAL GOAL: The student will display knowledge of concepts and groups of information learned in the distant past.

14.08.1 ST10: Given concrete facts to recall about money, the student will recall how many cents, quarters, half-dollars, dimes, and nickels are in a dollar.

- 14.08.11 Given pieces of money, the student will correctly match ten dimes to a dollar bill, match four quarters to a dollar, etc.
  - 14.08.111 The student will match five pennies to a nickel.
  - 14.08.112 The student will match two nickels to a dime.
  - 14.08.113 The student will match two dimes and one nickel to a quarter.
  - 14.08.114 The student will match two quarters to a half dollar.
  - 14.08.115 The student will match 10 dimes or two half dollars or four quarters to a dollar.
  - 14.08.116 The student will match 20 nickels to a dollar.

- 14.08.12 Given money, the student will correctly match five pennies to a nickel, ten pennies to a dime, etc. and recall facts about money in order to make change for five dollars.
  - 14.08.121 The student will count coins to one dollar and two dollars.
  - 14.08.122 The student will count coins to three, four, and five dollars.
  - 14.08.123 The student will make change for an imaginary purchase of 52 cents from one dollar.
  - 14.08.124 The student will make change for purchase of $2.79 from five dollars.
  - 14.08.125 The student will set up a "practice" store in the classroom to sell and buy empty cereal boxes, cans, etc., using play money.
  - 14.08.126 The student will have a money-making project in which he/she will sell an item to raise a profit and bank the earnings.

14.08.2 ST10: When asked about his/her family, home, and community, the student will recall the needed facts to answer these questions.

- 14.08.21 When asked about his/her family and home, the student will tell members' names, father's employment, and home address.
  - 14.08.211 The student will give the names of his/her family members.
  - 14.08.212 The student will give his/her father's job and place of employment.
  - 14.08.213 The student will give the ages of family members and his/her position in the family.
  - 14.08.214 The student will describe the home and its location, giving the address.
  - 14.08.215 The student will draw and color a picture of his/her home.
  - 14.08.216 The student will draw and color a picture of his/her family.
  - 14.08.217 The student will display on the bulletin board photographs and drawings of homes and families.
  - 14.08.218 Given the Student-of-the-Month bulletin board with the title "Guess who this is?" and other clues and cues, the student will identify his/her classmate from the given information.

14.08.22 When asked about his/her community, the student will give the facts about his/her neighborhood, home town, school, county, and state.
- 14.08.221 The student will give the name of his/her town or city.
- 14.08.222 The student will point out on the state map the location of his her town or city.
- 14.08.223 The student will give the name of his/her county and state.
- 14.08.224 The student will draw a map of his/her neighborhood, locating his/her home and school.
- 14.08.225 The student will identify his/her own state and country from a group of four states and four countries.
- 14.08.226 On a large state map, the student will point out major cities, rivers, lakes, and the capital city.

14. EMPLOYABILITY SKILL: Memory

LEVEL OF PERFORMANCE: Long-Term Recall of Sequences

ANNUAL GOAL: The student will display both short and long-term recall of events, facts, and concepts to which he/she has been exposed.

14.09.1 ST10: Given pictures of three activities as previously seen in a film on planting seeds, the student will arrange them in correct sequence, one through three.

14.09.11 Given a selection of pictures of spading the soil, the student will recognize and identify soil preparation as a first step in planting seeds.
- 14.09.111 The student will identify garden tools including a spade and a hoe.
- 14.09.112 The student will watch a demonstration by an adult in the use of garden tools, including the spade and the hoe.
- 14.09.113 The student will prepare a four foot by four foot garden area, using the spade and the hoe.
- 14.09.114 The student will mark the garden rows three feet apart, using the spade and the hoe.
- 14.09.115 The student will prepare the rows for planting of the seeds and planting of small plants.
- 14.09.116 The student will take a selection of seeds or small plants to be planted and identify them.

14.09.12 Given a selection of pictures, the student will select a picture of watering planted seeds as the final step in planting of seeds.
- 14.09.121 The student will watch a demonstration of placing of seeds in a row by groups of two and groups of three seeds.
- 14.09.122 The student will plant seeds in such a way that they will be later thinned. (e.g., flower seeds, vegetable seeds.)
- 14.09.123 The student will cover seeds with dirt, using the hands and the hoe.
- 14.09.124 The student will assemble the tools used to water the seeds (a hose, bucket, and can).

14.09.125 The student will water plants before they are packed with soil.
14.09.126 The student will use manure or chemical fertilizer appropriately and carefully.

14.09.2 ST10: Given a car to wash, the student will describe the sequence of three activities to complete the task successfully.

14.09.21 When asked to wash a car, the student will describe rinsing of dust and dirt off the car as the first step in car washing.
14.09.211 The student will explain the importance of cleaning a car inside and outside.
14.09.212 The student will identify the tools needed to wash a car, including a hose and a clean wash cloth.
14.09.213 The student will identify the type of soil found on the car, including dust and road tar.
14.09.214 The student will assemble the hose, including the attaching of the hose to the house faucet and the attaching of the spray attachment to the end of the hose.
14.09.215 The student will observe a demonstration of how to rinse a car and how to use clear water and mild detergents.
14.09.216 The student will dry and wax the car and explain the need for a wax on the car.

14.09.22 When discussing the washing of a car, the student will describe cleaning of car windows as a final step in the washing of a car.
14.09.221 The student will explain the importance of cleaning car windows inside and outside.
14.09.222 The student will identify the tools needed to clean windows, including window cleaner and paper towels.
14.09.223 The student will identify the types of window washing, including squeegee and hand methods.
14.09.224 The student will demonstrate the various types of cleaning agents used to remove tar and bird waste.
14.09.225 The student will demonstrate window cleaning, using a sponge method and paper towel method with both clear water and a cleaning agent respectively.
14.09.226 The student will wash headlights and side mirrors and explain the importance of this activity.

14. EMPLOYABILITY SKILL: Memory

14.10 LEVEL OF PERFORMANCE: Retains Information

ANNUAL GOAL: The student will demonstrate sufficient memory ability to function successfuly in a chosen occupation.

14.10.1 ST10: Given a list of rules to follow or a sequence of small tasks to perform, the student will recall the necessary information and perform accordingly.

14.10.11 Given a sequence of five job tasks to perform in a one-hour period, the student will perform each task correctly and in correct sequence.

14.10.111 The student will perform two ten-minute tasks that require a ten-minute delay between them.

14.10.112 The student will perform three ten-minute tasks that require a ten-minute delay between them.

14.10.113 The student will perform five five-minute tasks that follow each other immediately.

14.10.114 The student will perform five five-minute tasks that require a four-minute delay between them.

14.10.115 The student will perform five tasks spread over one hour.

14.10.116 In each case above, the student will recall verbally exactly what the tasks are that he/she is to do.

14.10.12 Given five specific rules to follow in a particular setting, the student will verbally state the rules and follow all of them.

14.10.121 The student will list on paper five specific rules given him/her.

14.10.122 The student will read and explain each of the five rules.

14.10.123 The student will recall the five specific rules.

14.10.124 The student will follow five specific rules when observed by another person.

14.10.125 The student will verbally list the five steps and review his/her record of following them.

14.10.126 The student will record and evaluate his/her progress on a checklist of rules.

14.10.2 ST10: In both training situations and on-the-job performance, the student will retain and use facts and rules for complying with company regulations and work production.

14.10.21 Given a placement in a training situation, the student will remember and follow both training rules and the process for which he/she is being trained.

14.10.211 The student will study the training rules.

14.10.212 The student will answer questions regarding the training rules.

14.10.213 The student will participate in the training program.

14.10.214 The student will assist in the evaluation of his/her progress.

14.10.215 The student will evaluate his/her progress on learning the job and will follow training rules.

14.10.216 The student will evaluate his/her own progress in comparison to the original plan and select target behavior to improve.

14.10.22 Given placement on a competitive job, the student will remember and follow both employee rules and his/her job details.

14.10.221 The student will study the employee handbook concerning company rules.

14.10.222 The student will answer questions concerning the company rules.

14.10.223 The student will study his/her job responsibilities and procedures.

14.10.224 The student will answer questions concerning responsibilities and procedures.

14.10.225 The student will be effective in job procedure and company rules.

14.10.226 The student will evaluate his/her own progress and state areas where he/she needs improvement.

EMPLOYABILITY CURRICULUM

15. EMPLOYABILITY SKILL: Caution

15.01 LEVEL OF PERFORMANCE: Reckless

ANNUAL GOAL: The student will be able to regard the consequences of careless behavior but may still act too quickly when given a task or reacts too hastily in making a decision.

15.01.1 STIO: Given an employment situation, the student will identify a work behavior necessary for employment safety.

- 15.01.11 When given a simple tool, the student will demonstrate its safe use.
  - 15.01.111 The student will demonstrate the proper way to carry and use scissors.
  - 15.01.112 The student will view a film on the use and care of carpenter's tools (such as a hammer, saw, and screw driver) and will talk about the safety of such tools.
  - 15.01.113 The student will practice getting the above tools from a storage area, carrying them, cleaning them, and returning them to the storage area.
  - 15.01.114 The student will practice threading needles and making running stitches, and returning the needles to the storage area.
  - 15.01.115 The student will demonstrate and discuss how to plug in and unplug an electrical cord on appliances, such as a sweeper, scrubber, or waxer.

- 15.01.12 When asked about job safety, the student will name and point out safety hazards.
  - 15.01.121 The student will listen to a discussion on the safe handling and use of sharp and pointed instruments, such as knives, scissors, rulers, pencils, or needles.
  - 15.01.122 The student will help another person make a bulletin board display of safety rules for using various tools.
  - 15.01.123 The student will watch a demonstration on safety hazards of using electrical appliances (when hands are wet, cords frayed, etc.).
  - 15.01.124 The student will role play dangers of cluttered areas and objects left on stairways. (e.g., falling over small boxes, slipping on nails, etc.)
  - 15.01.125 The student will give a report or make a picture of one job area, indicating hazards.

15.01.2 STIO: Given a task to complete, the student will begin to demonstrate safety concerns so as not to cause personal injury to self or others.

- 15.01.21 Given a needle and thread, the student will sew six buttons onto a card, taking care not to cause injury to anyone.
  - 15.01.211 The student will thread needles and knot the thread.
  - 15.01.212 The student will put threaded needle through the card at the place marked for a button.

15.01.213 The student will put button over needle and slide it down the thread to correct spot on the card.
15.01.214 The student will sew back and forth through the button, taking care to watch his/her arm swinging the needle.
15.01.215 The student will make a knot in the thread to secure the button and cut the the thread carefully with scissors.

15.01.22 Given a ball of string and scissors, the student will cut a 12-inch piece of string, taking care not to cause injury to anyone.
15.01.221 The student will measure and mark the string in 12-inch segments.
15.01.222 The student will lay the marked string along the table top.
15.01.223 The student will place the scissors against the table and cut the string at the marks.
15.01.224 The student will exercise caution in handling the scissors, placing them flat on the table when not in use.
15.01.225 When the proper number of string segments are cut, the student will return all materials and tools to the proper storage area.

15. EMPLOYABILITY SKILL: Caution

15.02 LEVEL OF PERFORMANCE: Rash

ANNUAL GOAL: The student will act and react properly toward an action decision but is inclined to ignore or pay little attention to instructions or directions regarding safety while performing.

15.01.1 STIO: Given a specific job task that requires handling hazardous equipment under constant supervision the student will take care not to cause personal injury.

15.02.11 Given scissors and paper with pre-drawn lines, the student will, with the teacher's assistance, cut along the lines on the paper, taking care not to injure himself/herself or others.
15.02.111 Following a teacher demonstration, the student and teacher will cut together with training scissors.
15.02.112 Following a second teacher demonstration, the student will pick up the blunt scissors and hold them away from his/her eyes, fingers, body, etc.
15.02.113 The student will cut along the dotted line with blunt safety scissor
15.02.114 The student will cut along pre-drawn lines so as not to harm himself/herself or others with sharp scissors.
15.02.115 The student will demonstrate how to put down or pass sharp-pointed scissors, so as not to harm himself/herself or others.

15.02.116 The student will carry scissors, point down, to a storage place when his/her task is finished.

15.02.12 Given a stapler and paper, the student will staple materials together with teacher assistance, taking care not to cause personal injury to himself/herself or others.

15.02.121 With teacher assistance, the student will open the stapler to perpare for stapling on a bulletin board.

15.02.122 Following a teacher demonstration, the student will hold the stapler flat against the bulletin board, taking care not to get his/her fingers in the way.

15.02.123 With teacher assistance, the student will hold paper and the stapler properly against the bulletin board, taking care not to get the fingers in the way.

15.02.124 With teacher assistance, the student will hold the paper and the stapler properly and safely, then staple the paper to the bulletin board, taking care not to cause personal injury.

15.02.125 The student will reload the stapler carefully, with teacher assistance.

15.02.126 The student will staple papers together, following the teacher's directions.

15.02.2 STIO: Given a room with numerous safety hazards observable, the student will identify the majority of those hazards with teacher assistance.

15.02.21 Given a kitchen with numerous safety hazards observable, the student will identify the majority of those hazards with teacher assistance.

15.02.211 The student will view and discuss a filmstrip on kitchen safety.

15.02.212 The student will listen to the teacher point out safety hazards in an actual kitchen with sharp knives hidden in the drawers, poisons where children could reach them, etc.

15.02.213 The student will discuss safety in the kitchen listing items needing special caution.

15.02.214 The student will give a demonstration, pointing out one safety hazard in the kitchen and showing what should be done.

15.02.215 Given a picture of a kitchen with numerous safety hazards observable, the student will identify the majority of those hazards by circling them.

15.02.216 The student will check the kitchen in his/her home for safety hazards and report to the teacher.

15.02.22 Given a living room with numerous safety hazards observable, the student will identify the majority of those hazards with the teacher's assistance.

15.02.221 The student will view and discuss a filmstrip on household safety.

15.02.222 The student will listen to the teacher identify safety hazards in an actual living room setting, (e.g., toys left out, too many plugs in one outlet, etc.)

15.02.223 The student and teacher will discuss household safety, listing major precautions to be taken.

15.02.224 The student and teacher together will identify safety hazards on a visit to an actual living room.

15.02.225 Given a picture of a living room with numerous safety hazards observable, the student will circle the majority of those hazards.
15.02.226 The student will check his/her home living room for hazards and report to the teacher.

15. EMPLOYABILITY SKILL: Caution

15.03 LEVEL OF PERFORMANCE: Heedless

ANNUAL GOAL: The student will listen to instructions and directions regarding safety in performing a task, but is inclined to make impulsive or thoughtless decisions without regard to safety.

15.03.1 STIO: Given an explanation of a job task, the student will listen for five minutes to the directions before beginning the task and then attempt to perform the task from the new information.

15.03.11 When given a job task, the student will demonstrate ability to respond to one task and follow a simple pre-direction.
15.03.111 The student will be informed of a simple job task, such as sweeping the floor.
15.03.112 The student will listen to the simple pre-direction (e.g., where to find the broom).
15.03.113 The student will answer when asked what the job is and where to find the equipment.
15.03.114 The student will listen to the teacher explain where to do the job.
15.03.115 The student will answer the question, "Where is the job to be done?"
15.03.116 The student will explain what equipment he/she will use and demonstrate how to use it.

15.03.12 When given a job task, the student will listen to a simple pre-direction and repeat the direction correctly or model it correctly.
15.03.121 The student will listen to the directions given by the teacher (e.g., about using the board, about putting away the chalk).
15.03.122 The student will answer all questions posed by teacher about task. (e.g. What do I use? Where is the job? When is the job? What is the job?).
15.03.123 The student will observe the teacher erase a small portion of the board or pick up one piece of chalk, etc.
15.03.124 The student will erase the board or do the task as directed by the teacher.
15.03.125 The student will answer the related questions about the task. (e.g. "Where did you put the chalk?" "Where do you clean the erasers?")
15.03.126 The student will repeat the pre-direction and explain how he/she followed it.

15.03.2 STIO: Given a task to complete, the student will listen to pre-directions and safety precautions about using implements.

- 15.03.21 The student will demonstrate how to properly handle and store a broom.
  - 15.03.211 The student will observe the teacher using a broom in the proper manner.
  - 15.03.212 The student will use the broom, under the teacher's supervision.
  - 15.03.213 The student will observe the teacher storing the broom in the proper place.
  - 15.03.214 The student will store the broom in the proper place by himself/herself.
  - 15.03.215 The student will use the broom in the classroom and store it in the proper manner without teacher assistance.
  - 15.03.216 The student will use the broom properly outside the classroom and store it properly.

- 15.03.22 The student will demonstrate how to plug in and pull out plugs on electrical appliances and their safe use.
  - 15.03.221 The student will observe the teacher properly plug in a toaster, as the teacher cites safety precautions to be followed.
  - 15.03.222 The student will properly plug in the toaster by himself/herself, explaining the precautions to be taken.
  - 15.03.223 The student will observe the teacher properly pulling the toaster plug out of the socket.
  - 15.03.224 The student will properly pull out the plug of the toaster.
  - 15.03.225 The student will properly plug in and pull the plug of the toaster, without teacher assistance.
  - 15.03.226 The student will view with the class a film on using electrical appliances.

15. EMPLOYABILITY SKILL: Caution

15.04 LEVEL OF PERFORMANCE: Impetuous

ANNUAL GOAL: The student will be aware of safety precautions, but will occasionally forget to use caution while performing a task.

15.04.1 STIO: Given a task to complete, the student will show some caution in performing the task.

- 15.04.11 Given a hand saw and a piece of wood, the student will show some caution when cutting the wood into six-inch pieces.
  - 15.04.111 The student will observe a demonstration on the proper procedures of sawing.

15.04.112 The student will verbally state why he/she should be cautious. (e.g., safety to himself/herself or safety to others.)
15.04.113 The student will brace the wood in the vice or with hand and foot.
15.04.114 The student will hold the saw correctly, grasping the handle with saw blade down.
15.04.115 The student will saw wood into six-inch pieces, using back and forth motions.
15.04.116 The student will clean-up the work area. (e.g., sweep saw dust, stack wood, put saw away.)

15.04.12 Given a hammer and nails, the student will hammer six nails into a piece of wood, showing some caution when performing the task.
15.04.121 The student will observe a demonstration of how to hammer nails.
15.04.122 The student will verbally state what may happen if he/she is not cautious. (e.g., personal injury or injury to another person.)
15.04.123 The student will brace wood using a vice or having another person hold the wood.
15.04.124 The student will hold a hammer correctly, grasping it tightly at lower part of the handle.
15.04.125 The student will hold the nail correctly (i.e., directly in front of him/her, using thumb and forefinger).
15.04.126 The student will hammer nails into wood, starting with small taps, then removing the thumb and forefinger after getting nail started.

15.04.2 STIO: Given a task to complete the student will show caution in performing the task.

15.04.21 While heating pans of soup or milk on the stove, the student will demonstrate sufficiently caution so as not to harm himself/herself or others or damage equipment.
15.04.211 The student will observe a demonstration by the teacher of the proper way to turn on and adjust the stove burners.
15.04.212 The student will make a list of precautions to take in using the stove and will discuss them.
15.04.213 The student will heat a pan of soup to boiling with the teacher's assistance.
15.04.214 The student will remove the soup from the stove and carefully pour it into serving bowls, taking necessary precautions.
15.04.215 The student will heat hot chocolate on the stove, adjusting the burners, turning the pan handle in, etc., without teacher prompting.
15.04.216 The student will pour the hot chocolate into cups, using pot holders and turning the burner off without teacher assistance.

15.04.22 Given a cup of hot coffee, the student will pick up the cup of coffee and set it down on another table.
  - 15.04.221 The student will view a film on degrees and treatment of burns.
  - 15.04.222 The student will verbally state why he/she should be cautious when carrying a cup of coffee. (e.g., danger to himself/herself or danger to others).
  - 15.04.223 The student will explain steps he/she would take to pick up a cup of coffee.
  - 15.04.224 The student will pick up the cup of coffee by the handle and slowly place it on a tray.
  - 15.04.225 The student will slowly carry the cup to another table.
  - 15.04.226 The student will carefully set the cup on another table.

15. EMPLOYABILITY SKILL: Caution

15.05 LEVEL OF PERFORMANCE: Neglectful

ANNUAL GOAL: The student will be aware of safety hazards, but will often be too slow in deciding or acting while performing a task.

15.05.1 STIO: Given a simulated work station, the student will discuss and demonstrate the safety concerns involved in the task.

15.05.11 Given a simulated work station involving sharp instruments, the student will perform food preparation tasks without violating safety rules.
  - 15.05.111 The student will watch various cutting instruments being used in food preparations through demonstration (e.g., knives, peelers, cleavers, etc.)
  - 15.05.112 The student will observe a demonstration of the proper and improper ways to use the same tools.
  - 15.05.113 The student will demonstrate the proper procedure for use of the tools in a simulation of the actual work.
  - 15.05.114 The student will demonstrate the proper procedure with each individual tool after reminding himself/herself orally of the safety involved.
  - 15.05.115 The student will demonstrate the proper procedure with the tools without an oral reminder.
  - 15.05.116 The students actually cut celery, peel apples, etc., to make a salad.

15.05.12 Given a simulated work station involving washing dishes, the student will complete the task without breaking rules concerning hot water, carrying dished, operating a dishwasher, etc.

15.05.121 The student will watch as he/she is shown the dishwasher and hot water faucet and will understand the possible dangers of misuse.
15.05.122 The student will watch as he/she is shown large stacks of dishes, trays, etc., and will understand the proper carrying methods.
15.05.123 The student will list and explain the safety concerns of sections #1 and #2, above.
15.05.124 The student will demonstrate the safety concerns of dish washing, repeating them before each task as a reminder.
15.05.125 The student will demonstrate the safety concerns of dish washing, by practicing these without repeating orally before the task.
15.05.126 The student will actually operate a dishwasher, doing a load of dishes carefully.

15.05.2 STIO: Given an actual work station, the student will demonstrate an understanding of safety precautions learned in the simulated exercises.

15.05.21 When asked to do so, the student will list three other areas in food preparation where caution is important and show how he/she would perform the task safely.
15.05.211 The student will observe the possible dangers of a hot stove and cooking utensils and how to avoid problems.
15.05.212 The student will demonstrate the safe way to work around the stove and utensils.
15.05.213 The student will observe the possible dangers of floor cleaning (slipping) and how to avoid problems.
15.05.214 The student will demonstrate the safe way to clean floors.
15.05.215 The student will demonstrate the proper disposal of refuse.

15.05.22 Given placement in the school cafeteria as an in-school job, the student will exercise proper caution with only occasional reminders.
15.05.221 The student will observe the overall operation of the cafeteria and be reminded of the need for caution.
15.05.222 The student will be introduced to the special safety areas and the need for caution.
15.05.223 The student will indicate to the instructor those areas needing special caution.
15.05.224 The student will demonstrate proper safety procedures in each area needing caution.
15.05.225 The student will perform job tasks on a daily basis with occasional safety reminders.

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15. EMPLOYABILITY SKILL: Caution

15.06 LEVEL OF PERFORMANCE: Deliberate

ANNUAL GOAL: The student will be on his/her guard to be cautious while performing tasks.

15.06.1 STIO: Given a specific task to complete, the student will show careful thought and caution while performing the task.

- 15.06.11 Given a saw and a piece of wood, the student will show careful thought and caution while cutting the board into eight-inch pieces.
  - 15.06.111 Given a saw, the student will firmly grasp the saw handle with the right hand with thumb and index finger locking the side of handle.
  - 15.06.112 Given a saw, the student will start a cut by drawing the saw up across the board, with his hand guiding the blade onto the wood where the cut is made.
  - 15.06.113 Given a saw, the student will hold the saw at a 45° angle.
  - 15.06.114 Given a saw, the student will, with a long, slow, and easy stroke, saw from the lip to the butt, putting pressure on downstrokes only.
  - 15.05.115 Given a saw, the student will, with steps repeated from above, saw the wood into eight-inch pieces with caution.
- 15.06.12 Given a hammer and a 10 twenty - penny nails, the student will show careful thought and caution while hammering the nails into a 12-inch piece of wood.
  - 15.06.121 Given a 12-inch piece of wood, the student will place one scrap of wood on top of this wood piece.
  - 15.06.122 Given a hammer, the student will hold the hammer with a firm grip in the right hand at the end of the handle and with the hammer parallel to the table.
  - 15.06.123 Given a hammer, the student will show how to use the wrist motion for a hammer action with the elbow remaining in a fixed position at the waist.
  - 15.06.124 Given a twenty-penny nail, the student will hold the nail in position and start it with a gentle tap, removing the hand once the nail is started in the wood.
  - 15.06.125 Given a hammer and 10 nails, the student will show careful thought and caution while hammering the nail into a piece of scrap wood using the above steps.

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15.06.2 STIO: Given a work activity, the student will show careful thought in taking caution while working.

- 15.06.21 Given an activity of work, the student will stop the activity and seek help if danger occurs.
  - 15.06.211 Given an area to mow, the student will state two possible dangers that would require him/her to seek help.
  - 15.06.212 Given an area to mow, the student will role-play the dangers of the activity and where he/she would solicit help.
  - 15.06.213 Given a filmstrip of dangerous activities, the student will select three or four indicators which deal with mowing dangers.
  - 15.06.214 Given an area to mow, the student will stop the activity and seek help if he/she is hit by a rock or other debris.
  - 15.06.215 Given an area to mow, the student will stop the mower, and seek help when the mower is out of gas.

- 15.06.22 Given a Phillips screw-driver and proper screws, the student will demonstrate the proper and careful use of the tool.
  - 15.06.221 Given a box of assorted screws, the student will determine the kind of screw needed.
  - 15.06.222 Given a screw, the student will place the screw on top of a pine board in a properly marked location.
  - 15.06.223 Given a screw and a screw driver, the student will hold the screw with the left hand and screw driver in the right hand.
  - 15.06.224 Given a screw and screw driver, the student will insert the screw driver into the head of the screw and apply pressure to the driver until the screw takes hold.
  - 15.06.225 Given a screw and a screw driver, the student, after insisting he/she drive in the screw, will turn the driver slowly in a clockwise direction until the screw is tight but does not split the wood.

15. EMPLOYABILITY SKILL: Caution

15.07 LEVEL OF PERFORMANCE: Wary

ANNUAL GOAL: The student will be consciously aware of many possible job-related hazards and will act safely.

15.07.1 STIO: The student will recognize danger and safety signs and be able to state the reasons for their use in various locations.

15.07.11 Given common safety signs, the student will be able to state their meaning.
- 15.07.111 The student will observe the teacher show various safety signs and explain the picture signs (e.g., no smoking, high voltage, danger, first aid, exit, etc.)
- 15.07.112 The student will draw these signs and state what the signs are meant to convey.
- 15.07.113 The student will use language master cards to learn meaning of signs.
- 15.07.114 The student will observe special signs at school or jobs and explain their meaning.
- 15.07.115 The student will explain the meaning of a variety of signs, at least two dozen.
- 15.07.116 The student will take a field trip and photograph safety signs.

15.07.12 Given a situation where the student works both individually and then in a committee, the student will observe various locations where signs are posted and explain why they are there.
- 15.07.121 Given signs by the teacher, the students will pair off into small committees selected on the basis of student interest and study specific signs.
- 15.07.122 The student will learn signs of the school through a short field trip to the cafeteria, playground, boiler room, wood shop, etc.
- 15.07.123 The student will, on a field trip, recognize first-hand the safety signs of a plant or factory.
- 15.07.124 The student will recite possible safety hazards surrounding the safety signs observed.
- 15.07.125 The student will participate in a project to post additional safety signs where needed.

15.07.2 STIO: The student will begin to develop his/her awareness of potential safety problems and ways of alleviating them.

15.07.21 Given hypothetical work and play situations, the student will list potential hazards and possible steps that could be taken to reduce the risk of an accident.
- 15.07.211 The student will listen to the teacher explain various hazardous situations. (e.g. sawing wood, using the lawn mower, operating a blender, frying foods, using electrical appliances near water, etc.)
- 15.07.212 The student will describe any hazards related to the activity being discussed.
- 15.07.213 The student will list precautions to be taken for each hazard.
- 15.07.214 The student will describe possible ways of reducing the risk of an accident. (e.g., not leaving balls, jacks, toys laying around on the playground.)
- 15.07.215 The student will participate in a program for parents on hazards and how to deal with them.

15.07.22 The student will identify accidents and unsafe practices which he/she observes and will state possible causes and methods of prevention.
  15.07.221 The student will, at the end of each week, record in a record book any accidents or hazardous practices which he/she has observed.
  15.07.222 The student will discuss possible causes of accidents with the teacher and the class.
  15.07.223 The student will discuss what was hazardous about the practices noted in the record book.
  15.07.224 The student will discuss with the teacher the possible methods of preventing similar accidents from re-occurring and steps that can be taken to correct the potentially hazardous practices.
  15.07.225 The student will make posters and signs about safety precautions to place at the in-school work stations and accident areas.

15. EMPLOYABILITY SKILL: Caution

15.08 LEVEL OF PERFORMANCE: Careful

ANNUAL GOAL: The student will demonstrate care in all activities which pose personal hazards and will be aware of the safety rules and regulations for employment in a chosen occupation.

15.08.1 STIO: Given a specific job task, the student will become aware of the hazards related to the job.

15.08.11 Given a task, the student will become aware of safety rules for that specific task.
  15.08.111 Given a demonstration on the proper use of a hammer, the student will explain the safe ways of handling the tool.
  15.08.112 Given a demonstration of washing sharp knives, the student will explain safe procedures of washing sharp knives.
  15.08.113 Given a demonstration of how to safely use a ladder, the student will explain safe ways to use the ladder.
  15.08.114 Given a demonstration of how to safely use electrical equipment, the student will verbally state the ways to safely use electrical equipment.
  15.08.115 Given a demonstration of how to properly use a hand saw safely, the student will verbally state the ways to use the saw safely.

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15.08.12 Given a variety of tasks, the student will relate the dangers involved in each of the tasks.

15.08.121 Given the task of mopping a floor, the student will explain the hazards involved in performing the task.

15.08.122 Given the task of hammering nails, the student will explain hazards involved in performing the task.

15.08.123 Given the task of stacking boxes, the student will explain hazards involved in performing the task.

15.08.124 Given the task of carrying objects of various sizes and different weights, the student will explain the hazards involved in performing the task.

15.08.125 Given electrical equipment to operate, the student will explain hazards involved in performing the task.

15.08.2 STIO: Given a job to complete, the student will observe precautions needed to overcome possible related hazards.

15.08.21 Given a variety of jobs, the student will relate the safety hazards of each job.

15.0.211 Given the job of cutting grass, the student will explain the safety hazards involved in the job.

15.08.212 Given a lawn mower to care for, the student will explain the safety rules involved in handling the equipment.

15.08.213 Given a job simulation, the student will select posters related to the safety of the job and display them around the classroom.

15.08.214 Given a job of mopping the floor, the student will construct signs for the safety involved.

15.08.215 Given a slide series showing a construction site, the student will explain the safety hazards in each slide.

15.08.22 Given a job to perform the student will perform the job demonstrating an awareness of safety.

15.08.221 Given the job of cutting grass, the student will demonstrate an awareness of safety while under supervision of the instructor.

15.08.222 Given the job of hammering and trimming exercise using nails, the student will demonstrate an awareness of the safety involved while under supervision of the instructor.

15.08.223 Given the job of carrying a package through a work area, the student will demonstrate an awareness of safety hazards by walking through the proper lanes and wearing the proper safety equipment under supervision.

15.08.224 Given the job of mopping a hallway, the student will demonstrate an awareness of safety by placing signs in appropriate manner throughout the hall and handling the equipment safely under supervision of an instructor.
15.08.225 Given the job of cleaning windows using a ladder, the student will demonstrate an awareness of safety while under the supervision of an instructor.

15. EMPLOYABILITY SKILL: Caution

15.09 LEVEL OF PERFORMANCE: Prudent

ANNUAL GOAL: The student will be constantly watchful and alert to job safety hazards while working at his/her job site and will sometimes make suggestions for improving safety.

15.09.1 STIO: Given a job, the student will exercise good judgment or common sense while performing job-related skills.

15.09.11 Given the task of changing a light bulb in a ceiling fixture, the student will take all safety precautions while doing the tasks.
15.09.111 The student will select the appropriate size and type of ladder.
15.09.112 The student will make sure the ladder is set up and in correct position by checking all details.
15.09.113 The student will climb the ladder safely, placing work materials on the shelf first.
15.09.114 The student will safely remove the light bulb and place it on the shelf.
15.09.115 The student will safely install the replacement bulb.
15.09.116 The student will climb down the ladder safely and put it away.

15.09.12 Given the task of mopping a much-used hallway, the student will take all safety precautions.
15.09.121 The student will place a mop and bucket in the hall to be mopped.
15.09.122 The student will make the hall safe before mopping by placing signs indicating "wet floor".
15.09.123 The student will mop and rinse the floor, taking care to keep within the signs.
15.09.124 The student will put all mopping materials away.
15.09.125 The student will keep checking the floor and finally remove the "wet" signs.

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15.09.2 STIO: When learning a new job, the student will ask about hazards related to the task and will demonstrate what to do if they occur.

15.09.21 Given a job as waitress/waiter in a restaurant the student will demonstrate knowledge of safety precautions in case of accidents.
- 15.09.211 The student will wipe up all spills before someone slips and falls.
- 15.09.212 The student will pick up all broken glass and crockery before someone gets cut.
- 15.09.213 The student will immediately apply ice in case of burns and then will see a doctor.
- 15.09.214 The student will check to see that all utensils are thoroughly cleaned and sterilized before using them.
- 15.09.215 The student will keep all opened foods under refrigeration and not let them sit out to spoil.
- 15.09.216 The student will keep hands very clean by frequent washing.

15.09.22 Given a job as a nursing home attendant, the student will demonstrate safety precautions and concern for the elderly in exercising his/her duties.
- 15.09.221 The student will post the sign "wet floor" when restroom or hallways have just been scrubbed.
- 15.09.222 The student will put all cleaning agents carefully away in locked storage cupboards.
- 15.09.223 The student will carry trays of foods and snacks carefully so as to not leave spills anywhere.
- 15.09.224 The student will arrange furniture when cleaning the rooms so that the elderly can get around without unnecessary hindrances.
- 15.09.225 The student will move the elderly into and out of beds and chairs slowly and with great care so as not to drop them, because of their brittle and arthritic bones.

15. EMPLOYABILITY SKILL: Caution

15.10 LEVEL OF PERFORMANCE: Vigilant

ANNUAL GOAL: The student will demonstrate care in all activities which pose personal hazards and will be aware of the safety reules and regulations required in his/her chosen occupation.

15.10.1 STIO: Given a community job placement, the student will demonstrate understanding and observance of safety precautions for his/her personal safety.

15.10.11 Given the job of busboy in a fast-food restaurant, the student will demonstrate care in observing all safety regulations.

15.10.111 In clearing tables, the student will pile dishes carefully into the clearing bin to avoid breakage.
15.10.112 The student will wipe the tables clean and disinfect the tables.
15.10.113 The student will keep the floor area clean and wipe spills to prevent slips and falls.
15.10.114 The student will carefully carry trays of dirty dishes to avoid collisions.
15.10.115 The student will carefully separate dishes and waste paper for dish washer, disposing of waste in the waste can.

15.10.12 Given the job of brick tender, the student will exercise caution in obeying all safety regulations of the job.
15.10.121 The student will wipe the tables clean and disinfect the tables.
15.10.122 The student will wear safety helmet to protect head.
15.10.123 The student will keep work area clear of broken brick pieces and debris
15.10.124 The student will place all broken bricks on the refuse pile.
15.10.125 The student will take caution not to carry a load too heavy.
15.10.126 The student will mix mortar slowly and carefully.

15.10.2 STIO: Given a work activity, the student will complete the assigned activity, demonstrating proper safety procedures from the start to the finish, advising others of the precautions to be taken.

15.10.21 Given the job of gas station attendant, the student will exercise care and caution to himself/herself and others in performance of duties on the job.
15.10.211 The student will take care not to spill gasoline when filling gas tanks of cars.
15.10.212 The student will be careful of eyes when using spray cans of window cleaners.
15.10.213 The student will take special precautions regarding the use of cigarettes and matches around flammable liquids.
15.10.214 The student will keep oil and grease spills cleaned up to prevent falls.
15.10.215 The student will be sure to tighten the lug nuts securely when changing tires.

15.10.22 Given a job as cheese factory worker, the student will exercise care and caution to himself/herself and others in performance of duties on the job.
15.10.221 The student will observe road and driving regulations in driving the pick-up truck to get milk cans on morning routes.
15.10.222 The student will unload milk cans carefully so as not to dent and batter the cans or injure himself/herself.
15.10.223 The student will clean out vats using sufficient cleanser, water, and disinfectant to insure 100 percent cleanliness.
15.10.224 The student will scrub floors daily, returning all tools to correct storage area when finished.

15.10.225 The student will stock shelves neatly and accurately, taking care not to pile items too high.

NOTES:

16. EMPLOYABILITY SKILL: Repetitiveness

16.01 LEVEL OF PERFORMANCE: Off Task

ANNUAL GOAL: The student will be capable of attending to a task for a brief moment.

16.01.1 STIO: Given an introduction to tasks involving a stimulus-response mechanism, the student will be able to identify the tasks and respond to task activities on a one-to-one basis with the teacher.

16.01.11 Given an introduction to task stimuli, the student will be able to recognize and identify the task.
16.01.111 After several demonstrations of applying a nut to a bolt, the student will attempt to apply the nut to the bolt (with prompting).
16.01.112 Given the stimulus of a light being turned on, the student will stand until the light is turned off (with prompting).
16.01.113 When a certain musical selection is played, the student will line up and walk around the room until the music stops (with prompting).
16.01.114 Directed to run until a horn is sounded, the student will run and stop at the correct time (with prompting).
16.01.115 Given the pattern of the windows being opened everyday for a week, when the school bell rings, the student will question why it wasn't done one day after being done consistently for one week.

16.01.12 Given physo-motor task involving stimulus-response mechanisms, the student will respond to tasks on a one-to-one basis.
16.01.121 Given a round item, the student will hand it back on a continuous basis (with prompting).
16.01.122 Given an item and verbal description of the item, the student will hand it back and respond by calling the item by name.
16.01.123 When shown how to place chalk on the chalk tray, the student, when handed a piece of chalk, will place it on the tray and continue doing so (with prompting).
16.01.124 When shown how to open a box step by step, the student will open a box delivered to the room (with prompting).
16.01.125 When shown how to place a door stop under the door, the student will take the door stop and place it in front of the door as shown (with prompting).

16.01.2 STIO: Given tasks involving psycho-motor learning techniques, the student will develop the ability to attend to the tasks and continue the tasks, after shown by teacher example.

16.01.21 Given a situation where a stimulus-response task is introduced on a psycho-motor level, the student will develop the ability to attend to the stimulus.
16.01.211 Given a nut and bolt and physically shown by example how to turn the nut onto the bolt, the student will follow through by turning the nut.

16.01.212 Given a situation requiring moving books across a room to another location, the student will carry the books, following the teacher's example.
16.01.213 Given a hook and eye exercise, the student will hook a garment and unhook the garment by example.
16.01.214 Given a stack of papers and a specific design, the student will draw the design on subsequent papers, following the example of the teacher.
16.01.215 Given a stack of papers to fold, the student will follow the example on a subsequent papers.
16.01.216 Given the above activities, the student will receive rewards after each successful attempt.

16.01.22 When given a task stimulus to continue the task, the student will attend to the task on a continued basis.
16.01.221 Given a task of drawing a design on a paper and given a stack of papers, the student will continue drawing, unassisted.
16.01.222 Given a box of nuts and bolts and shown how to turn the nuts onto the bolt, the student will continue the exercise.
16.01.223 Given an exercise of lining up chairs in a row in a room, the student will continue after being shown.
16.01.224 Given squares to cut out of paper, the student will continue to cut the papers after being shown.
16.01.225 Given mail or boxes to open, the student will continue after being shown the task.

16. EMPLOYABILITY SKILL: Repetitiveness

16.02 LEVEL OF PERFORMANCE: No Attention Span

ANNUAL GOAL: While performing a work simulation, the student will attend to his/her task from 5 to 19 percent of the time.

16.02.1 STIO: Given a signal to get his/her attention, the student will respond.

16.02.11 When given a signal, the student will respond by completing an appropriate work-oriented task.
16.02.111 Given the teacher pointing to objects, the student will appropriately respond (e.g., the teacher point to a light switch means turn off the light, the teacher pointing to a door means close the door).
16.02.112 Given a fire alarm sounding, the student will respond appropriately (e.g., close the windows or turn off the lights).
16.02.113 When hearing the classroom timer, the student will respond appropriately (e.g., by stopping his/her work or by clearing his/her desk).
16.02.114 When hearing the dismissal bell, the student will respond (e.g., by clearing the desk, or by leaving the room quietly).

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16.02.115 Upon receiving a teacher cue, the student will look at the clock and respond appropriately (e.g., leave for lunch or begin room clean-up).

16.02.12 Given a work task, the student will look at the work site or task and nothing else.
- 16.02.121 The student will identify job-related tasks within the classroom setting (e.g., emptying the waste basket, washing the board).
- 16.02.122 The student will select job-related tasks within the classroom setting relating to his/her specific interest (e.g., cleaning shelf, sweeping floor).
- 16.02.123 The student will proceed directly to selected work site (e.g., the board, the pencil sharpener).
- 16.02.124 The student will request permission to observe the work site by raising his/her hand.
- 16.02.125 The student will observe the work site and nothing else attentively for 10 seconds.

16.02.2 STIO: Given a work task, the student will stay on task for a period of five minutes when the supervisor is present.

16.02.21 Given a sorting task, the student will continue sorting for five minutes under teacher supervision.
- 16.02.211 The student will select a sorting task related to his/her interest (e.g., sorting crayons, sorting papers).
- 16.02.212 The student will listen to the teacher describe the procedure for sorting.
- 16.02.213 The student will demonstrate his ability to complete the task by verbally explaining the procedure needed to accomplish the task.
- 16.02.214 The student will prepare himself/herself for sorting (e.g., washing hands, gathering materials).
- 16.02.215 The student will sort materials consistently in a proper manner for five minutes under teacher supervision and will receive a prompt reward.

16.02.22 Given a sorting task, the student will continue sorting for two minutes without teacher supervision.
- 16.02.221 The student will select the sorting task related to his/her area of interest (e.g., sorting books, sorting office supplies).
- 16.02.222 The student will listen to the teacher explain the procedure for sorting.
- 16.02.223 The student will demonstrate his/her ability to complete the task by verbally describing the procedures to be accomplished.
- 16.02.224 The student will prepare himself/herself for sorting (e.g., clear the work area, arrange the sorting containers).
- 16.02.225 The student will sort materials consistently in a proper manner for two minutes without teacher supervision and with the teacher fading from the area.

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16. EMPLOYABILITY SKILL: Repetitiveness

16.03. LEVEL OF PERFORMANCE: Seldom Stays on Task

ANNUAL GOAL: While performing a work simulation, the student will attend to his/her task from 20 to 34 percent of the time.

16.03.1 STIO: Given a work task, the student will perform the task 55 percent of the time.

16.03.11 Given a work task, the student will perform the task for 45 percent of the time specified.
- 16.03.111 Given a 15-minute work period, the student will assemble a wheel component using a plastic axle and wheel for approximately seven minutes.
- 16.03.112 Given a 30-minute work period, the student will assemble a bolt, washer, and nut assembly for approximately 14 minutes.
- 16.03.113 Given a 45-minute work period, the student will string beads in a specified pattern for approximately 21 minutes.
- 16.03.114 Given a 60-minute work period, the student will assemble a spring and retainer component for 27 minutes.
- 16.03.115 Given a 90-minute work period, the student will weigh, pack, and seal a specific, designated unit for approximately 41 minutes.

16.03.12 Given a work task, the student will perform the task for 55 percent of the time specified.
- 16.03.121 Given a 15-minute work period, the student will assemble a wheel component using a plastic axle and wheel for approximately nine minutes.
- 16.03.122 Given a 30-minute work period, the student will assemble a bolt, washer, and nut assembly for approximately 17 minutes.
- 16.03.123 Given a 45-minute work period, the student will string beads in a specified pattern for approximately 25 minutes.
- 16.03.124 Given a 60-minute work period, the student will assemble a spring and retainer component for approximately 33 minutes.
- 16.03.125 Given a 90-minute work period, the student will weigh, pack, and seal a designated unit for approximately 50 minutes.

16.03.2 STIO: Given a work task, the student will perform the task 70 percent of the time.

16.03.21 Given a work task, the student will perform the task for at least 60 percent of the time specified for the task.
- 16.03.211 Given a 15-minute work period, the student will assemble a wheel and axle component for nine minutes.
- 16.03.212 Given a 30-minute work period, the student will assemble a bolt, washer, and nut assembly for 18 minutes.

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16.03.213 Given a 45-minute work period, the student will string beads in a pre-determined pattern for 27 minutes.
16.03.214 Given a 60-minute work period, the student will assemble spring and retainer units for 36 minutes.
16.03.215 Given a 90-minute work period, the student will weigh, pack, and seal pre-determined units for 54 minutes.

16.03.22 Given a work task, the student will perform the task for at least 70 percent of the time specified for the task.
16.03.221 Given a 15-minute work period, the student will assemble a wheel and axle assembly for approximately 11 minutes.
16.03.222 Given a 30-minute work period, the student will assemble a bolt, washer, and nut assembly for 21 minutes.
16.03.223 Given a 45-minute work period, the student will string beads in a pre-determined pattern for approximately 32 minutes.
16.03.224 Given a 60-minute work period, the student will assemble a spring and retainer unit for 42 minutes.
16.03.225 Given a 90-minute work period, the student will weigh , pack, and box a pre-determined unit for 63 minutes.

16. EMPLOYABILITY SKILL: Repetitiveness

16.04 LEVEL OF PERFORMANCE: Occasionally On Task

ANNUAL GOAL: While performing a work simulation, the student will attend to his/her task from 35 to 49 percent of the time.

16.04.1 STIO: Given a work task, the student will complete the work for a period of 20 minutes while the supervisor is present.

16.04.11 Given the job of grounds keeper's helper, the student will perform tasks, working approximatel 25 percent of the time.
16.04.111 The student will sweep up trimmings.
16.04.112 The student will pick up cut trimmings and dispose of them in the proper container.
16.04.113 The student will return container.
16.04.114 The student will return broom.
16.04.115 The student will get supervisor to check work.

16.04.12 Given a job of building maintenance helper, the student will help vacuum the carpets approximately 25 percent of the work day.

16.04.121 The student will plug in the vacuum sweeper and turn it on for the person doing the sweeping.
16.04.122 The student will move furniture in preparation for the sweeper.
16.04.123 The student will observe the sweeper sweeping the floor.
16.04.124 The student will put back the furniture.
16.04.125 The student will turn off the sweeper, then unplug the sweeper.

16.04.2 STIO: Given a work task, the student will work with consistency in terms of task performance.

16.04.21 Given a job as chef's helper, the student will perform specific job tasks, working approximately 25 percent of the time.
16.04.211 The student will verbally repeat the steps in the procedures of the job before beginning the work tasks.
16.04.212 The student will identify where the food is to be stored.
16.04.213 The student will unpack bulk foods.
16.04.214 The student will carry large containers of food.
16.04.215 The student will help put away containers of bulk food.

16.04.22 Given the job of food service helper in a school, the student will perform duties of bus boy and work approximately 25 percent of the time.
16.04.221 The student will set up trays with knives, spoons, cups, etc.
16.04.222 The student will stack trays.
16.04.223 The student will fill napkin holders.
16.04.224 The student will wash large pots and pans by hand.
16.04.225 The student will put empty trays in the sink and return empty trays to the dish room.

16. EMPLOYABILITY SKILL: Repetitiveness

16.05 LEVEL OF PERFORMANCE: Infrequently On Task

ANNUAL GOAL: While performing a work simulation, the student will attend to his/her task from 50 to 69 percent of the time.

16.05.1 STIO: Given a work assignment, the student will complete the task when the supervisor is present 40 percent of the time.

16.05.11 Given a sanding task, the student will sand the object for 40 percent of the work time.
16.05.111 The student will sand an object for five minutes or until a bell rings and then will be given a reward at that time.
16.05.112 The student will sand an object for six minutes or until a bell rings and then will be given a reward at that time.
16.05.113 The student will sand an object for seven minutes or until a bell rings and then will be given a reward at that time.

16.05.114 The student will sand an object for eight minutes or until a bell rings and then will be given a reward at that time.
16.05.115 The student will sand an object for 10 minutes or until a bell rings and then will be given a reward at that time.

16.05.12 Given a tray of labels, the student will affix them to boxes lined up in a row.
16.05.121 The student will affix labels to a row of boxes for five minutes or until a bell rings and will be given a reward at that time.
16.05.122 The student will affix labels to a row of boxes for six minutes or until a bell rings and will be given a reward at that time.
16.05.123 The student will affix labels to a row of boxes for seven minutes or until a bell rings and will be given a reward at that time.
16.05.124 The student will affix labels to a row of boxes for eight minutes or until a bell rings and will be given a reward at that time.
16.05.125 The student will affix labels to a row of boxes for ten minutes or until a bell rings and will be given a reward at that time.

16.05.2 STIO: Given a specific job task, the student will increase stability in his/her overall work or task pattern.

16.05.21 Given an assembly-line counting task, the student will be able to count out, and place in boxes, ten piles of metal hooks with each pile containing five hooks.
16.05.211 The student will recognize and know what the word five means, by use of his/her fingers.
16.05.212 The student will count by rote at least to five.
16.05.213 The student will add, using numbers from one to five.
16.05.214 The student will subtract, using numbers of less than ten with 80 percent accuracy.
16.05.215 The student will recognize groups of ten, 90 percent of the time.
16.05.216 The student will understand the meaning of more or less.

16.05.22 Given a task involving color-coding, the student will separate green and red buttons as they move over the assembly belt with 80 percent accuracy.
16.05.221 The student will identify the primary colors to the teacher's satisfaction.
16.05.222 The student will differentiate between white and black, red and green.
16.05.223 The student will use materials involving eye-hand coordination.
16.05.224 The student will work with a degree of speed, to the satisfaction of the teacher or supervisor.
16.05.225 The student will work with a degree of accuracy, to the satisfaction of the supervisor or teacher.

16. EMPLOYABILITY SKILL: Repetitiveness

16.06 LEVEL OF PERFORMANCE: Frequently on Task

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ANNUAL GOAL: While performing a work simulation, the student will attend to his/her task from 70 to 89 percent of the time.

16.06.1 STIO: Given a work assignment, the student will complete the task 70 percent of the time.

16.06.11 Given pictures of the steps in making a bed, the student will place the cards in proper sequence from start to finish with 90 percent accuracy.
- 16.06.111 The student will remove the cards from the box and shuffle them.
- 16.06.112 The student will place them on the table and look them over carefully.
- 16.06.113 The student will organize the cards in sequence by remembering what happened first, second, third, etc.
- 16.06.114 The student will lay the cards down in sequential order one at a time without stopping to talk or otherwise be distracted.
- 16.06.115 The student will explain each step in the process of making a bed.
- 16.06.116 The student will return the cards to the box and repeat the exercises for practice.

16.06.12 Given proper instruction, the student will begin and complete the assigned task of making a bed without self-interruption and/or the procedural suggestions of the teacher or employer, with 85 percent accuracy.
- 16.06.121 The student will pull the bed away from the wall.
- 16.06.122 The student will strip the bed of all linens.
- 16.06.123 The student will place the bedspread and blanket over a chair.
- 16.06.124 The student will remove the soiled linens and put them in the laundry hamper.
- 16.06.125 The student will replace the sheets, pillow cases, and make the bed, then gain approval from the supervisor.

16.06.2 STIO: Given an assembly-type task, the student will be able to count out successfully and package the appropriate number of items with 80 percent accuracy.

16.06.21 Given several geometric forms, the student will be able to sort and place all like forms in boxes with the picture of the form on the box, as the forms come off the assembly line, with 90 percent accuracy.
- 16.06.211 The student will place three boxes marked by pictures of a square, circle, triangle at the end of the assembly line.
- 16.06.212 The student will place forms in the proper boxes as the forms come off the line.
- 16.06.213 The student will stay on task until all forms have been placed in the assigned boxes.
- 16.06.214 When boxes are filled, the student will stack boxes in the proper place.
- 16.06.215 The student will remain on task for at least 30-minute intervals.

16.06.22 Given an assembly-line counting task, the student will count out and place in boxes 10 piles of metal hooks, with each pile containing 10 hooks.
  16.06.221 The student will arrange boxes and hooks in good order for working.
  16.06.222 The student will count hooks into piles of 10, using a grid for checking accuracy.
  16.06.223 The student will place 10 piles of hooks into each box.
  16.06.224 The student will close the boxes and place them into a carton to be filled with 25 boxes.
  16.06.225 The student will work continuously for at least a 30-minute period without interruption.
  16.06.226 After a break, the student will continue counting and packing without a reminder.

16. EMPLOYABILITY SKILL: Repetitiveness

16.07 LEVEL OF PERFORMANCE: Generally Does Job

ANNUAL GOAL: The student will continue a task steadily (from 90 to 99 percent of the time), but will be occasionally distracted for brief periods of time.

16.07.1 STIO: Given a work task, the student will complete the task 70 percent of the time.

16.07.11 Given the task of straightening up around his/her desk in five minutes, the student will improve over a period time.
  16.07.111 The student will verbally state his/her task, i.e., to clean the area around desk within a five-minute limit.
  16.07.112 The student will verbally state the sequence of steps to complete the task.
  16.07.113 The student will perform steps in straightening up around his/her desk.
  16.07.114 The student will demonstrate the time limit of the task by raising hand when he/she believes five minutes has expired or by remaining seated for five minutes.
  16.06.115 Given a five-minute time limit, the student will straighten up his/her desk accurately and efficiently and raise his/her hand when finished.

16.07.12 When asked, the student will work on physical conditioning and coordination exercises associated with job tasks, such as unscrewing screws or sorting.
  16.07.121 The student will verbally state the task, i.e., to unscrew and sort 25 half-inch nuts and bolts in a two-minute time limit.
  16.07.122 The student will verbally state the sequence of steps to complete the task.
  16.07.123 The student will perform the task of unscrewing and sorting nuts and bolts.
  16.07.124 The student will demonstrate the time limit of the task by raising his/her hand when he/she feels two minutes have expired or by remaining quiet for two minutes.
  16.07.125 Given another two-minute time limit, the student will unscrew and sort 25 two-inch bolts and nuts, accurately and efficiently and work to improve production.

16.07.2 STIO: When given a task, the student will maintain attention to completion of the task 80 percent of the time.

- 16.07.21 Given a calendar for a grading period, the student will record his/her own attendance.
  - 16.07.211 The student will display the calendar in a designated place (i.e., bulletin board or personal file folder).
  - 16.07.212 The student will state the length of time for a grading period (i.e., nine weeks or six weeks).
  - 16.07.213 The student will mark out non-school days (i.e., weekends and holidays).
  - 16.07.214 The student will make appropriate marks for half days and whole days of absence (e.g., X = whole days, / = half days).
  - 16.07.215 The student will maintain a record of attendance for one grading period.
  - 16.07.216 The student will total the days present and absent at the end of the grading period.

- 16.07.22 Given a time sheet to complete for a daily classroom task, the student will record his/her name, the date, the time started, the time task is completed, and the task performed.
  - 16.07.221 The student will record his/her name daily on each time sheet, printing last name first.
  - 16.07.222 The student will record the date daily, using numbers and abbreviations.
  - 16.07.223 The student will record the time the task is started and completed each day.
  - 16.07.224 The student will record what task is performed each day (e.g., sweeping the floor, washing the boards).
  - 16.07.225 The student will maintain daily time sheets for his/her classroom tasks with 80 percent accuracy and consistency.

16. EMPLOYABILITY SKILL: Repetitiveness

16.08 LEVEL OF PERFORMANCE: Continually Does Job

ANNUAL GOAL: **The student will be able to work on a task from start to finish (100% of the time) without being distracted.**

16.08.1 STIO: Given a work task, the student will work steadily, occasionally being distracted, but returning to the task with supervision until it is completed.

- 16.08.11 Given tasks to do in the classroom (clean boards, erasers, water plants, put equipment away, etc.), the student will stay on task for a period of 20 minutes, needing supervision to return to the task from a distraction.
  - 16.08.111 The student will clean erasers, staying on task for 10 to 15 minutes, then being prompted to return to work until the task is completed with 25 to 50 percent accuracy.

16.08.112 The student will water plants, staying on task 10 to 15 minutes, then being prompted to return to work until the task is completed with 50 to 75 percent accuracy.

16.08.113 The student will wash blackboards, staying on task 10 to 15 minutes, then being prompted to return to work until the task is completed with 100 percent accuracy.

16.08.114 The student will sharpen pencils, staying on task for 20 minutes, then being prompted to return to work until the task is completed with 50 to 75 percent accuracy.

16.08.115 The student will empty waste paper baskets for a period of 20 minutes at which time he is directed to return to the task until its completion, with 100 percent accuracy.

16.08.12 Given an in-class task (rearranging the room), the student will increase the time spent on the task before being distracted and then prompted to return to the task for completion.

16.08.121 The student will clean fish tanks for 10 to 20-minute intervals before being directed back to work until the task is done.

16.08.122 The student will wash desk tops for intervals of 20 to 30 minutes before being directed back to work until the task is done.

16.08.123 The student will stack books on shelves for intervals of 30 to 40 minutes before being told to return to work until the task is done with 50 to 75 percent accuracy.

16.08.124 The student will pass out papers for intervals of 40 to 50 minutes before being told to return to work until the task is done with 50 to 75 percent accuracy.

16.08.125 The student will mop floors for intervals of 40 to 50 minutes before being told to return to work until the task is completed with 100 percent accuracy.

16.08.2 STIO: Given a work task, the individual will work steadily, occasionally being distracted for brief periods of time, but independently returning to the task until completion.

16.08.21 Given a work situation (e.g., cleaning tables and floor of a cafeteria after lunch), the student will complete the task, being distracted occasionally, but returning to the task without supervision.

16.08.211 The student will complete the task of counting and packaging nails successfully with 25 to 50 percent accuracy, returning to it from occasional distractions with some supervision.

16.08.212 The student will complete the task of sorting wooden cubes successfully with 50 to 100 percent accuracy, returning to it from occasional distractions with minimal supervision.

16.08.213 The student will complete the task of folding letters and stuffing envelopes successfully with 25 to 50 percent accuracy, returning to the task without supervision.

16.08.214 The student will complete the task of filing invoices successfully with 50 to 75 percent accuracy, returning to the task without supervision.

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16.08.215 The student will complete the task of folding cartons successfully with 100 percent accuracy, returning to the task without supervision.

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16.08.22 Given a work situation (e.g., replacing books on the shelves and sweeping and dusting the library), the student will build up work endurance in order to complete the task, being distracted on occasion, but will quickly return to the task without supervision.

16.08.221 The student will work at a task of sorting books by library number for 10 to 20-minute intervals, but will return to task with minimal supervision until it is completed with 75 to 100 percent accuracy.

16.08.222 The student will work at a task of placing books on shelves for 15 to 30-minute intervals, but will return to task without supervision until it is completed with 75 to 100 percent accuracy.

16.08.223 The student will work at task of dusting furniture for 30 to 45-minute intervals, but will return to task without supervision until it is complete with 75 to 100 percent accuracy.

16.08.224 The student will work at a task of sweeping with minimal distractions, and will return to the task until completed, without supervision with 75 to 100 percent accuracy.

16.08.225 The student will work at the task of repairing books until the task is completed, being distracted only once, and will return to the task without supervision with 100 percent accuracy.

16. EMPLOYABILITY SKILL: Repetitiveness

16.09 LEVEL OF PERFORMANCE: Consistently On Task

ANNUAL GOAL: **The student will be able to complete one task without interruption and will then immediately begin working on another task.**

16.09.1 STIO: Given a work task with the needed directions, the student will initiate and complete the task without being distracted for half-hour periods.

16.09.11 Given a sanding task, the student will select materials and complete the task according to directions.

16.09.111 The student will get all needed materials from the back of the room.

16.09.112 The student will check a list to make sure he/she has all the needed materials.

16.09.113 The student will set a timer and check periods of time he/she consistently works at the sanding task.

16.09.114 The student will enter into a class discussion on what distracts someone from his/her work.

16.09.115 The student will keep daily records of how long he/she stayed on certain tasks.

16.09.116 The student will sand for 30-minute periods.

16.09.12 Given an adding machine, instructions, and a list of prices, the student will be able to total a list correctly without assistance from the teacher for a half hour.

16.09.121 The student will watch a demonstration on how to use an adding machine.

16.09.122 The student will practice using the adding machine with the teacher observing.

16.09.123 The student will be given a list of five items to add on an adding machine.
16.09.124 The student will take a field trip to a store and use his/her machine to price groceries.
16.09.125 The school will set up a mock grocery store, and the student will race the other students by adding the prices on his/her adding machine as quickly as he/she can.

16.09.2 STIO: Given a work task with five different parts, the student will complete the task the first time stated.

16.09.21 Given a plastic-bag-sealer machine, the student will be shown the five necessary steps once and be able to do the job correctly.
16.09.211 The student will take a factory field trip and watch the sealing process.
16.09.212 The student will list different items found in the store that are sealed in plastic.
16.09.213 The student will watch a film on factory bag sealing.
16.09.214 The student will count nails and bolts that are needed to be sealed in a plastic bag.
16.09.215 The student will seal the material in the plastic bag after watching the teacher.
16.09.216 The student will package nuts and bolts and will seal the bags correctly, then place them in a carton, working for one-hour periods at a time.

16.09.22 The student, working with the custodian, will be shown five steps for mowing the lawn and will be able to do the job correctly without assistance.
16.09.221 The student and custodian will discuss safety habits needed while mowing the lawn.
16.09.222 The student will verbally repeat the correct procedure for handling a lawn mower, stating the precautions to be taken.
16.09.223 The student will verbally state safety habits he/she will use while mowing the lawn.
16.09.224 The student will view a film on proper lawn mower safety.
16.09.225 The student will cut back lawn of the school unassisted, following these steps: checking fuel, starting mower after setting cutting-blade level, mowing, catching cuttings, and stopping mower when finished.
16.09.226 The student will bag cuttings and clean the mower afterwards, putting it away.

16. EMPLOYABILITY SKILL: Repetitiveness

16.10 LEVEL OF PERFORMANCE: Always On Task

ANNUAL GOAL: The student will stay on a job continuously and perform adequately routine, repetitive tasks under varying conditions and over a period of time, in order to gain and maintain employment.

16.10.1 STIO: Given a series of work tasks, the student will move from one task to another without being distracted.

16.10.11 Given a number of objects to sand, the student will complete each piece without being distracted.

16.10.111 The student will collect all necessary materials to perform his/her job task.
16.10.112 The student will organize his/her work area in the most efficient manner.
16.10.113 The student will sand an object as directed.
16.10.114 The student will place the sanded object in a bin next to his/her work area.
16.10.115 The student will pick another object and begin to sand.
16.10.116 The student will sand to required degree of smoothness diligently, completing the sanding of one piece before beginning another.

16.10.12 Given a number of classrooms to sweep, the student will sweep each one without being distracted.
16.10.121 The student will collect all necessary equipment to perform his/her job.
16.10.122 The student will take the equipment to the first classroom.
16.10.123 The student will sweep the classroom as previously instructed. (e.g., move furniture, use sweeping motions, empty dustpan.)
16.10.124 The student will gather all his/her equipment again.
16.10.125 The student will move the equipment to the next classroom and repeat the process.
16.10.126 The student will work without delays or interruptions until the job is completed.

16.10.2 STIO: Given a series of work tasks, the student will achieve consistency of task performance over long or longer periods of time.

16.10.21 Given the task of folding letters, placing them in envelopes, and sealing them, the student will remain on task for one hour without interruptions.
16.10.211 The student will collect all necessary materials to perform his/her job task.
16.10.212 The student will organize his/her work area in the most efficient manner.
16.10.213 The student will fold letters in the manner directed.
16.10.214 The student will place the letters in envelopes as directed by the supervisor.
16.10.215 The student will seal the envelopes and place them in the mail box.
16.10.216 The student will work quietly and efficiently for one-hour intervals.

16.10.22 Given the task of sweeping, mopping, and waxing a floor, the student will remain on task for one hour, without delays or interruptions.
16.10.221 The student will collect all necessary equipment to perform his/her job task.
16.10.222 The student will remove furniture from the area to be cleaned.
16.10.223 The student will sweep the floor.
16.10.224 The student will mop the floor.
16.10.225 The student will wax the floor.
16.10.226 The student will buff the wax to a high shine before putting all equipment away.

EMPLOYABILITY CURRICULUM

17. EMPLOYABILITY SKILL: Perseverance

17.01 LEVEL OF PERFORMANCE: Doesn't Try

ANNUAL GOAL: The student will be able to attempt a task, but can become easily distracted.

17.01.1 ST10: Given a task assignment, the student will work on task for one to five minutes with assistance.

- 17.01.11 Given a familiar task, the students will attend to the task for one minute with supervision.
  - 17.01.111 The student will identify, by naming or pointing, at least seven items in the classroom which are tools.
  - 17.01.112 Given a display of classroom tools on the table, the student will name each object correctly.
  - 17.01.113 Given a display of classroom tools the student must correctly circle on a worksheet, only those tools found on the table.
  - 17.01.114 Given pictures of various home tools, the student will identify each by name.
  - 17.01.115 Given pictures of various home tools, the student will tell how the tool is used to perform a job.

- 17.01.12 Given colored beads to sort, the student will perform the task for two to five minutes.
  - 17.01.121 The student will sort the beads and place them in their proper container.
  - 17.01.122 The student will count 10 beads of each color.
  - 17.01.123 The student will count 10 beads of each color and place them in the proper container.
  - 17.01.124 The student will place 20 beads of each color in the proper containers.
  - 17.01.125 The student will place all of the beads in the proper container in two to five minutes without supervision.

17.01.2 ST10: Given a task assignment, the student will work on task without assistance but with close supervision.

- 17.01.21 Given various classroom duties, the student will perform the tasks without assistance.
  - 17.01.211 The student will empty the trash can and pick up the trash.
  - 17.01.212 The student will dust the room and water all plants.
  - 17.01.213 The student will arrange the books on the shelves.
  - 17.01.214 The student will clean the blackboard and/or erasers.
  - 17.01.215 The student will run errands for the teacher (inside the classroom).

- 17.01.22 Given varous work tasks outside the classroom, the student will perform the tasks without assistance but with close supervision.

17.01.221 The student will pick up litter.
17.01.222 The student will sweep halls.
17.01.223 The student will shovel (sweep) walks.
17.01.224 The student will rake leaves.
17.01.225 The student will mow the lawn.

17. EMPLOYABILITY SKILL: Perseverance

17.02 LEVEL OF PERFORMANCE: Highly Distractable

ANNUAL GOAL: The student will perform a task, but will have difficulty staying in one place for a long time and paying attention.

17.02.1 STIO: Given a job task, the student will be able to stay on the task for two to five minutes without being distracted, but with supervision.

17.02.11 Given a quiet, non-distracting location, the student will work on a simple sorting task for five minutes without interruption or supervision.
17.02.111 The student will sort shaped objects in small office or other cleared area, with the teacher requesting that the student focus on the task even if distracted, for two minutes.
17.02.112 The student will sort shaped objects in a room, with the supervisior requring that he not be distracted for three minutes.
17.02.113 The student will sort shaped objects under the direction of a teacher and will not be distracted for three minutes.
17.02.114 The student will sort for three minutes, under the direction of a teacher, with the teacher then verbally indicating that he/she is leaving the area.
17.02.115 The student will sort for five minutes, under the direction of the teacher, with the teacher then indicating that he/she is leaving

17.02.12 Given a location with only minor distractions, the student will work on a simple stapling task for five minutes without interruption or supervision.
17.02.121 The student will staple papers for two minutes in an office with only slight background noises.
17.02.122 The student will staple papers for three minutes in an office with only slight noises.
17.02.123 The student will staple papers for three minutes in an office with slight noises and a person entering and leaving several times.
17.02.124 The student will staple papers for four minutes in an office with slight noises and a person entering and leaving many times.
17.02.125 The student will staple papers for five minutes in an office with noises and people going in and out.

EMPLOYABILITY CURRICULUM

17.02.2 STIO: Given a location without distractions, the student will perform a task without interruption.

17.02.21 Given a location without distractions but with another student working beside him, the student will perform a stapling task for five minutes without interruption

17.02.211 The student will staple papers for three minutes in a small office with the teacher bringing in papers every minute.

17.02.212 The student will staple papers in a small office for five minutes with the teacher entering with new papers every minute.

17.02.213 The student will staple papers (over a three minute period) in a small office while another student works beside him sorting papers with the teacher looking on.

17.02.214 The student will staple papers (over a five minute period) in a small office while another student works beside him sorting papers with the teacher looking on.

17.02.215 The student will staple papers (over a five minute period) but the teacher has left the room.

17.02.22 Given a location without distractions but with another student working beside him, the student will perform a sorting task for five minutes without interruption.

17.02.221 The student will sort shaped paper cuts in an office for three minutes, with another student continuously removing the sorted papers from the room.

17.02.222 The student will sort shaped paper cuts in an office for five minutes, with another student removing the sorted papers on a regular basis.

17.02.223 The student will sort various colored paper cuts by size while another student is beside him, taking the sorted piles and sorting them simultaneously by color.

17.02.224 The student will sort various colored paper cuts by size while another student is beside him, taking the sorted piles and sorting them simultaneously by color.

17.02.225 The student will sort various colored paper cuts by size while another student is beside him, taking the sorted piles and sorting them simultaneously by color over a period of five minutes without teacher supervision.

17. EMPLOYABILITY SKILL: Perseverance

17.03 LEVEL OF PERFORMANCE: Restless

ANNUAL GOAL: The student will perform a task and will stop only when a very obvious distraction takes place.

17.03.1 STIO: Given a task to perform, the student will remain on task for 10 to 15 minutes with moderate supervision.

17.03.11 Given a job task of bagging chalk and erasers, the student will watch a demonstration and perform a similar task for five-minute intervals with moderate supervision.

17.03.111 The student will identify and differentiate between chalk and erasers.
17.03.112 The student will put two erasers and one box of chalk into a plastic bag.
17.03.113 The student will fold the top of the plastic bag.
17.03.114 The student will put the filled and stapled bags into bins for packing and shipment.

17.03.12 Given a job task of counting 10 nails and bagging them, the student will remain at his/her work position for a 10-minute interval with moderate supervision.
17.03.121 The student will orally count to ten.
17.03.122 The student will count to ten using a counting grid.
17.03.123 The student will lay one nail on each line of a counting grid up to ten nails.
17.03.124 The student will put ten nails from a counting grid into a bag.
17.03.125 The student will place the filled bag upright in a tray next to his/her work area to be stapled.

17.03.2 STIO: Given a job task, the student will remain on task 15 to 20 minutes, increasing productivity through elimination of wasted motions.

17.03.21 Given a job task of weighing out pounds of beans and packing them in plastic bags, the student will stay on task for a 15-minute interval, increasing his/her production rate.
17.03.211 The student will weigh out one pound of material using a scale.
17.03.212 The student will organize his/her work area in the most efficient manner.
17.03.213 The student will weigh one pound of beans in a scale scoop.
17.03.214 The student will place the weighed beans into a plastic bag.
17.03.215 The student will hand the filled bag to his/her co-worker for sealing.

17.03.22 Given a job task of counting out 12 one-pound bags of beans and packaging in a carton, the student will remain on task for 20-minute intervals without wasted motions.
17.03.221 The student will orally count to twelve.
17.03.222 The student will organize his/her work area in the most efficient manner.
17.03.223 The student will place bags of beans in a shipping carton.
17.03.224 The student will mark in red over pencil lines on the shipping carton each time a bag is placed in the carton.
17.03.225 The student will close the shipping carton when all the pencil marks are covered in red.

17. EMPLOYABILITY SKILL: Perseverance

17.04 LEVEL OF PERFORMANCE: Distractable

ANNUAL GOAL: The student will usually be working on task as long as things are going smoothly.

17.04.1 STIO: Given a task to perform, the student will ignore obvious distractions and continue working on the task for 10 to 20 minutes.

17.04.11 Given a simple task to perform, the student will continue to work in an area with some distractions for 10 to 20 minutes.

17.04.111 Given 25 items to put in a container, the student will remain on task for three minutes with moderate supervision.

17.04.112 Given 25 items to place in a container, the student will work continuously for five minutes with some distractions.

17.04.113 Given 50 items to place in two containers with 25 in each, the student will work continuously for 10 minutes without being distracted.

17.04.114 Given 75 items to place in three containers with 25 in each, the student will continue to work without being distracted for 15 minutes.

17.04.115 Given 75 items to place in three containers with 25 in each, the student will continue to work without becoming distracted for 10 to 20 minutes.

17.04.12 Given a blackboard to clean, a bucket of water, and a sponge, the student will remain on task until the board is clean, in an area with some distractions.

17.04.121 Given a classroom setting, the student will observe the teacher clean the blackboard using a bucket of water and a sponge.

17.04.122 Given a bucket of water and a sponge, the student will use correct procedure to clean a portion of the blackboard under teacher supervision.

17.04.123 Given a classroom setting with some distractions and a bucket of water, a sponge, and dirty blackboard, the student will use correct procedure to clean the board with teacher supervision to insure accuracy.

17.04.124 Given a bucket of water, a sponge, a classrrom with some disturbances, the student will clean the blackboard for three minutes without becoming distracted.

17.04.125 Given a bucket of water and a sponge in a classroom setting with some distractions, the student will wash the entire blackboard and remain on task.

17.04.2 STIO: Given a task to perform, the student will remain on task with some distractions under minimal supervision.

17.04.21 Given a kitchen setting, with some distractions, the student trainee will be given 10 cans to open with a can opener and will remain on task until complete.

17.04.211 Placed in a kitchen and given one can and a can opener, the student will put the can in the can opener and start it, then stop it when the can is open, under supervision.

17.04.212 Given five cans to open and a can opener, the student will correctly use the opener to open cans with no supervision.

17.04.213 Placed in a kitchen setting with some distractions and given five cans to open and a can opener, the student will correctly open cans and remain with the task until it is completed.

17.04.214 Placed in a kitchen setting and given seven cans to open and a can opener, the student will remain on task, even with some distractions, until the job task is completed.
17.04.215 Given a can opener and ten cans and placed in a kitchen setting, the student will accurately open all ten cans and remain on task without being distracted.

17.04.22 Given eight boxes to carry to a location 10 yards away, the student trainee will continue on the job until the task is completed, in an area with some distractions, under minimal supervision.
17.04.221 Given one box to carry to the location 10 yards away, the student will complete the task without being distracted, under employer supervision.
17.04.222 Given two boxes to carry to a location 10 yards away, the trainee will stay with the job until the task is completed under no supervision.
17.04.223 Given three boxes to carry to a location 10 yards away, the trainee will stay on task until the job is completed without being disturbed.
17.04.224 Given five boxes to carry to a location in an area with some distractions, the student will remain on task without being distracted until the job is completed, under minimal supervision.
17.04.225 Given eight boxes to carry to an area 10 yards away, the student will remain on task without being distracted until the job is accurately completed.

17. EMPLOYABILITY SKILL: Perseverance

17.05 LEVEL OF PERFORMANCE: Generally On The Task

ANNUAL GOAL: The student will complete assigned job tasks efficiently with little or no supervision.

17.05.1 ST10: Given a task to perform for 30 to 45 minutes, the student will need only occasional supervision.

17.05.11 Given 50 objects to sort, the student will stay with the task until completed with occasional supervision.
17.05.111 The student will distinguish between colors.
17.05.112 The student will know the colors by name.
17.05.113 The student will group items by color.
17.05.114 The student will sort 50 items by color and group them in at least 45 minutes.

17.05.12 Given 100 papers to staple, the student will work on task until the work is completed with some supervision.
17.05.121 The student will recognize the difference in paper size and will staple the correct sizes together.
17.05.122 The student will line up papers evenly.
17.05.123 The student will differentiate between right and left.
17.05.124 The student will use a stapler properly.
17.05.125 The student will staple 100 papers in the upper left hand corner with some supervision, completing the task in at least 45 minutes.

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17.05.2 STIO: Given a job task to complete in 60 minutes, the student will work on the task until it is acceptably completed.

17.05.21 Given 75 envelopes to stamp, the student will work continuously until all letters have been stamped, with occasional supervision.
17.05.211 The student will watch the teacher demonstrate the task.
17.05.212 The student will simulate the demonstration.
17.05.213 The student will be helped by the teacher to place one stamp on one envelope properly.
17.05.214 The student will stamp five envelopes under supervision.
16.05.215 The student will stamp 75 envelopes under occasional supervision.

17.05.22 Given grass trimmers, the student will trim a specified area for 60 minutes with occasional supervision.
17.05.221 The student will listen to the teacher explain the procedure of grass trimming.
17.05.222 The student will repeat the discussion orally.
17.05.223 The student will observe the teacher demonstrate cutting the grass.

17.05.224 The student will observe the teacher demonstrate trimming the grass.
17.05.225 The student will work at the task of trimming for 60 minutes, following the methods learned from the demonstration, under occasional supervision.

17. EMPLOYABILITY SKILL: Perseverance

17.06 LEVEL OF PERFORMANCE: Attentive

ANNUAL GOAL: The student will show concern for tasks at hand, will be sincere about his/her efforts, and will deviate from the set sequences in his/her task if necessary.

17.06.1 STIO: Given a task to perform, the student will complete the task with 80 to 90 percent accuracy with very little supervision or reinforcement.

17.06.11 Given a matching task to perform, the student will perform the task with 40 percent accuracy, with some supervision and reinforcement.
17.06.111 The student will select at least six dominoes from a set.
17.06.112 The student will obtain a paper and paper punch.
17.06.113 The student will punch one paper to match the design of a domino.
17.06.114 The student will continue punching pieces of paper until he/she has designed at least six dominoes.
17.06.115 The student will play the game of dominoes with the assistance of the teacher.

17.06.12 Given the task of sorting, the student will complete the task with 60 percent accuracy with some supervision and reinforcement.
- 17.06.121 The student will obtain an egg carton and colored chips.
- 17.06.122 The student will place all red chips in one compartment in the egg carton.
- 17.06.123 The student will place all blue chips in another compartment of the egg carton.
- 17.06.124 The student will repeat the task and complete by placing red chips in one compartment and blue and white in two others.
- 17.06.125 The student will sort a pile of colored chips with five different colors into separate compartments of an egg carton with 60 percent accuracy.

17.06.2 STIO: Given the tasks of a specific job, the student will be able to perform the tasks even with frequent interruptions by others.

17.06.21 Given the task of cleaning tables in a cafeteria, the student will complete the task even if frequently interrupted by others.
- 17.06.211 The student will remove the dirty dishes from the table with others watching.
- 17.06.212 The student will remove silverware while customers watch.
- 17.06.213 The student will remove dirty glasses while others watch.
- 17.06.214 The student will wash and dry a table while a new customer is present.
- 17.06.215 The student will set the clean table with others around the table talking to him/her.

17.06.22 Given the task of putting food on trays, the student will complete the task even if frequently interrupted by others.
- 17.06.221 The student will get a food tray and be interrupted by someone on the way.
- 17.06.222 The student will place the food tray next to the food and be asked a question by the supervisor.
- 17.06.223 The student will place hot foods on the tray first while people are passing back and forth in close proximitry to him/her.
- 17.06.224 The student will carry deserts on the tray and be asked questions about the deserts by a customer.
- 17.06.225 The student will carry milk and other liquids through a crowd.
- 17.06.226 The student will place a full tray on the counter.

17. EMPLOYABILITY SKILL: Perseverance

17.07 LEVEL OF PERFORMANCE: Interested

ANNUAL GOAL: The student will put up with moderate frustrations, will continue trying, and will pay close attention to his/her work.

17.07.1 STIO: Given a physical task to complete, the student will perform the task with 85 to 95 percent accuracy with no reinforcement.

EMPLOYABILITY CURRICULUM

17.07.11 Given a simulated work station as a maintenance helper, the student will perform all tasks assigned with minimal supervision.

- 17.07.111 The student will clean a classroom chalkboard with occasional supervision.
- 17.07.112 The student will sweep the floor of the classroom during an open period with occasional supervision.
- 17.07.113 The student will straighten book shelves with occasional supervision.
- 17.07.114 The student will sweep the classroom floor during an activity period.
- 17.07.115 The student will transport a small chair through the hallways during a class change.
- 17.07.116 The student will complete the tasks above with the likelihood of few distractions.

17.07.12 Given placement with a school custodian as an in-school job with close supervision, the student will perform all tasks assigned without undue interruption.

- 17.07.121 The student will sweep the classroom with few interruptions.
- 17.07.122 The student will sweep the hallways in a busy time with few interruptions.
- 17.07.123 The student will clean windows with other students present with few interruptions.
- 17.07.124 The student will mop floors with few interruptions
- 17.07.125 The student will wax floors with few interruptions.
- 17.07.126 The student will perform all the above activities under close supervision of the teacher and custodian

17.07.2 STIO: Given a simulated work station as a custodial helper, the student will perform tasks with few interruptions and with only occasional supervision.

17.07.21 Given a placement with a school custodian as an in-school job, the student will perform all the assigned tasks without interruption with only occasional supervision.

- 17.07.211 The student will sweep the classroom with little supervision and few interruptions.
- 17.07.212 The student will sweep hallways with little supervision and few interruptions.
- 17.07.213 The student will clean windows with little supervision and few interruptions.
- 17.07.214 The student will mop floors with little supervision and few interruptions.
- 17.07.215 The student will wax floors with little supervision and few interruptions.

17.07.22 Given competitive employment as a custodial helper, the student will perform his/her work tasks without undue interruption.

- 17.07.221 The student should begin his/her work with the supervisor aware of the need to monitor his/her activities.
- 17.07.222 The student will be under average supervision while performing tasks.
- 17.07.223 The student will be under moderate supervision after one week.
- 17.07.224 The student will be under limited supervision after two weeks as a sign of his/her natural ability to improve on the job.
- 17.07.225 The student will be able to perform under the level of supervision of the other employees in the business.

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17. EMPLOYABILITY SKILL: Perseverance

17.08 LEVEL OF PERFORMANCE: Determined

ANNUAL GOAL: The student will be very attentive, will put up with a good deal of frustration, very seldom give up, need only minimal supervision, and will be aggressive toward his/her task.

17.08.1 STIO: When assigned a job, the student will show concern and sincerity in the completion of the task.

17.08.11 When assigned a classroom job, the student will ask questions necessary to complete the job correctly.

17.08.111 The student will name those of whom he/she should ask questions about certain jobs (e.g., teacher in the classroom, parent in the home, and supervisor in a job situation).

17.08.112 When assigned a job with certain tasks, some of which the student is unsure of, he/she will demonstrate his/her ability to ask questions.

17.08.113 When assigned a job the student doesn't understand completely, the student will ask questions about how to do it.

17.08.114 When told the name of a certain task, the student will ask three pertinent questions about it.

17.08.115 The student will ask two basic questions of the following nature: "How do you want the job done?" and "When do you want the job done?"

17.08.12 When assigned a task, the student will make a real effort to complete the task.

17.08.121 Given a jigsaw puzzle, the student will work at the puzzle until it is completed or until he/she no longer can stay on task.

17.08.122 Given a worksheet of 20 math problems, the student will complete the problems which he/she is capable of doing and will try the others.

17.08.123 When given a Word Search Puzzle, the student will attempt to complete the puzzle in one hour.

17.08.124 When given a homework assignment involving a questionnaire on which others will give their opinion, the student will complete the assignment in one week.

17.08.125 When given 200 colored chips of four colors, the student will attempt to sort them all by color within four minutes.

17.08.2 STIO: When assigned a task, the student will be able to vary from his/her usual responsibilities as necessary to complete the task.

17.08.21 When assigned a new classroom job, the student will attempt to learn the new job.

17.08.211 The student will be able to tell why he/she must sometimes leave a task to go to another when asked by his/her employer.

17.08.212 When given the names of classroom jobs, the student will list them in the order by which he/she would prefer them.

17.08.213 When asked, the student will be able to list the basic requirements for various classroom jobs.
17.08.214 When preparing to start on a new job, the student will work at the new job for one day with someone experienced at that job.
17.08.215 After the first day at a new task, the student will be asked to tell his/her job responsibilities for the new job.

17.08.22 When assigned a new in-school job, the student will attempt to learn the new job.
17.08.221 The student will explain, when asked, why he/she was changed to another job. (e.g., tired of that job, lack of incentive.)
17.08.222 When given the names of four in-school jobs, the student will list them in the order by which he/she would prefer them.
17.08.223 When asked, the student will be able to list the basic requirements for various in-school jobs.
17.07.224 When preparing to start on a new in-school job, the student will work at the new job for one day with someone experienced in the job.
17.07.225 After the first day at a new in-school job, the student will be asked to tell his/her job responsibilities for that job.

17. EMPLOYABILITY SKILL: Perseverance

17.09 LEVEL OF PERFORMANCE: Relentless

ANNUAL GOAL: The student will never give up when on a task, will try different ways to get the job done if the usual way will not work, and will work steadily, undistracted.

17.09.1 STIO: Given a task to perform, the student will be very attentive and need only minimal supervision.

17.09.11 While working as a mover's helper, the student will work in the kitchen of a designated home packing dishes and will remain at this task until all dishes are packed and placed in the proper containers.
17.09.111 The student will take containers and wrapping materials from the moving van into the house.
17.09.112 The student will take the dishes from the cupboard and place them on the kitchen counter top.
17.09.113 The student will begin to wrap each dish separately.
17.09.114 The student will place the dishes in the container marked "kitchen" or "dishes."
17.09.115 The student will pack large dinner plates in the container first, placing smaller plates toward the top and sides.

17.09.12 Being assigned the task of cleaning the men's and women's restrooms at a service station, the student will clean the sink and lavatory, sweep and mop the floor, refill paper dispensers and empty waste with minimal supervision.

- 17.09.121 The student will fill the service cart with materials needed to clean the restrooms.
- 17.09.122 The student will fill the towel dispenser and all toilet tissue.
- 17.09.123 The student clean the sink and lavatory.
- 17.09.124 The student will sweep floor and empty waste paper without supervision.
- 17.09.125 The student will mop floor with minimal supervision.

17.09.2 STIO: Given a task to perform, the student will check and review his/her work to be sure it is complete.

17.09.21 Given a push lawn mower with a grass catcher, the student will prepare and mow the designated area.

- 17.09.211 The student will carry a plastic bag and walk around the area picking up fallen branches, toys, dog bones, etc., that may pose a hazard to mowing.
- 17.09.212 The student will check the mower for gas and oil level and fill if needed.
- 17.08.213 The student will determine the terrain and decide to cut in rows or in a circular manner.
- 17.09.214 The student will mow the grass, stopping when needed to empty the grass bag and to refuel.
- 17.09.215 The student will allow the mower to cool off before refueling, then will fill the gas tank with safety.

17.09.22 When working as a bus boy in a family-style restaurant, the student will clear and clean the tables.

- 17.09.221 The student will get the cart from the kitchen.
- 17.09.222 The student will be sure the cart has a wet dish cloth to clean tables, a container for silverware, a container to place uneaten food, and a container to place dishes, cups and glasses.
- 17.09.223 The student will replace dirty ashtrays on the tables with clean ones.
- 17.09.224 The student will scrape the food off the dishes using a designated container.
- 17.09.225 The student will stack dishes in a proper container, wipe eating area, and examine his/her work on a periodic basis to see that the task was completed accurately.

17. EMPLOYABILITY SKILL: Perseverance

17.10 LEVEL OF PERFORMANCE: Persistent

ANNUAL GOAL: The student will complete assigned job tasks efficiently with little or no supervision.

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17.10.1 STIO: Given a job to perform, the student will try different ways to get the job done.

17.10.11 When given a classroom work sample, the student will complete the task by making various choices as needed to complete each part of the task with 100 percent accuracy

17.10.111 Given three obviously different sized bolts (1/4", 1/2". 1) and a pile of assorted nuts, the student will choose what he/she feels is the correct size for each, assemble them to verify his/her selection, and then place the assembled parts in separate piles.

17.10.112 When given eight different-sized hex head bolts, each on a piece of typing paper, and a box of assorted open-end wrenches, the student will choose the wrench that fits each bolt head and then, looking at the wrench, will copy the wrench size for each bolt, on the paper.

17.10.113 Given an alphabetical file box and a pile of cards with words printed on them, the student will choose all of the cards that begin with "a" and place them in the file, repeating the procedure for each letter in the alphabet.

17.10.114 Given a pail of bolts and a pail of nuts, the student will choose the proper nut and bolt combination and then will place the completed unit in a box.

17.10.115 Given a jigsaw puzzle, the student will choose pieces that fit together until the puzzle is completed.

17.10.12 When given an in-school work assignment, the student will complete the task by making various choices as needed to complete each part of the task with 100 percent accuracy.

17.10.121 When sweeping the cafeteria, the student will choose the right broom to use for sweeping the open areas and the right broom for the closed-in areas and for putting the dirt on the dustpan.

17.10.122 When asked to help the custodian wash windows, the student will choose the proper cleanser for cleaning the windows from a variety of cleaning agents.

17.10.123 When working in a cafeteria, the student will choose the right amount of food for a portion (e.g., green beans, potatoes, etc.).

17.10.124 When asked to rake leaves on school grounds, the student will choose the area that needs to be raked the most and the proper rake (e.g., leaf or garden rake).

17.10.125 When working in the library, the student will properly return each book in a stack of 10 to the proper place on the shelf.

17.10.2 STIO: Given a job to perform, the student will work on task for 30 to 45 minutes or the equivalent of one class period.

17.10.21 During a work situation, the student will stay on the task for at least 40 minutes or until it is completed with great accuracy.

17.10.211 Given a classroom work sample job task of sorting, the student will stay on task for at least 30 minutes or until it is finished.

17.10.212 Given a math worksheet with at least 30 problems, the student will stay on task for at least 30 minutes or until it is finished.

17.10.213 Given a list of 30 words, the student will look up their meanings in the dictionary, staying on task for at least 30 minutes or until he/she is finished.

17.10.214 Given the job of cleaning a room, the student will stay on task for at least 30 minutes or until the job is finished.

17.10.215 Given the job of filing, the student will file papers or materials for at least 30 minutes or until it is finished.

17.10.22 During a work session, the student will stay on task for at least 40 minutes or until the job is completed.

17.10.221 Given the job assignment of sweeping the hallway and steps, the student will stay on task for at least 40 minutes or until the job is finished.

17.10.222 Given the job of picking up papers on school grounds, the student will stay on task for at least 40 minutes or until the job is completed.

17.10.223 Given the job of cleaning bus windows, the student will stay on task for at least 40 minutes or until the job is completed.

17.10.224 Given the job of washing dishes in the cafeteria, the student will stay on task for at least 40 minutes or until the job is completed.

17.10.225 Given the job of either raking leaves, raking grass clippings, or shoveling snow, the student will stay on task for at least 40 minutes or until the job is finished.

NOTES:

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18. EMPLOYABILITY SKILL: Stamina

18.01 LEVEL OF PERFORMANCE: Physically Intolerant

ANNUAL GOAL: The student will be able to work at physical tasks for very short periods of time, but will get extremely tired.

18.01.1 STIO: Given a wooden block and sandpaper, the student will sand the block for five minute periods, three times per hour.

18.01.11 Given a wooden block and sandpaper, the student will sand the block for 30 seconds to one minute with the teacher's assistance.
18.01.111 The student will be given a block and sandpaper.
18.01.112 The student will be shown how to use the sandpaper on wood.
18.01.113 The student will be assisted in sanding the wood by the teacher.
18.01.114 The student will sand wood by himself/herself for at least 30 seconds.
18.01.115 The student will sand wood by himself/herself for at least one minute.

18.01.12 Given a wooden block and sandpaper, the student will sand the block independently for two full minutes.
18.01.121 The student will choose a block to be sanded.
18.01.122 The student will choose the sandpaper to be used.
18.01.123 The student will begin sanding the wooden block.
18.01.124 The student will will sand for a one-minute time period without interruption.
18.01.125 The student will sand for two minutes straight.

18.01.2 STIO: Given colored beads of two colors, the student will sort the beads into two separate containers for five minute periods.

18.01.21 Given a number of blue and red beads, the student will sort the beads by placing them in separate containers for a period of 30 seconds to one minute with teacher assistance.
18.01.211 The student will receive beads and containers.
18.01.212 The student will listen to instructions on procedures to sort and place beads in containers.
18.01.213 The student will demonstrate to the teacher how to sort.
18.01.214 The student will begin sorting on his/her own.
18.01.215 The student will continue sorting without interruption for a period of not less than 30 seconds.
18.01.216 The student will sort for one minute.

18.01.22 Given a container of red and blue beads and a sorting tray, the student will sort the beads according to color for five-minute intervals independently.

18.01.221 The student will get a container of red and blue beads from the appropriate place.
18.01.222 The student will get the sorting tray.
18.01.223 The student will begin sorting by separating the beads by color into various compartments of the tray.
18.01.224 The student will stay on task for one minute.
18.01.225 The student will remain on task for five minutes.

18. EMPLOYABILITY SKILL: Stamina

18.02 LEVEL OF PERFORMANCE: Easily Fatigued

ANNUAL GOAL: The student will be able to work at physical tasks for a short period of time but generally appear tired.

18.02.1 STIO: Given directions on walking, the student will be able to walk a mile under supervision.

18.02.11 Given the directions to walk a quarter of a mile at a moderate pace, the student will accomplish the task in 10 minutes.
18.02.111 The student will perform one bent-knee sit-up.
18.02.112 The student will repeat the bent-knee sit-up with the addition of three jumping jacks.
18.02.113 The student will repeat the above with the addition of three toe-touches.
18.02.114 The student will repeat the above and also jump rope for one minute.
18.02.115 The student will walk five minutes, rest five minutes, and continue the process until he/she has completed a quarter of a mile.
19.02.116 The student will walk steady until he/she finishes a quarter of a mile without stopping.

18.02.12 Given the task of walking one mile, the student will accomplish the task under teacher supervision and finish the task by jogging.
18.02.121 The student will walk for one mile and gradually increase pace under the supervision of the teacher.
18.02.122 The student will jump rope for two minutes.
18.02.123 The student will perform a routine of deep knee bents, sit-ups, stretches, toe-touches, and rope jumping, increasing the procedure to five continuous repetitions of each.
18.02.124 The student will jog one minute, walk two minutes, jog two minutes, and walk four continuously until he/she reaches one quarter of a mile.
18.02.125 The student will jog at a moderate pace gradually increasing his/her pace until he/she covers one quarter of a mile.
18.02.126 The student will begin by walking and finish by jogging until he/she completes one mile.

18.02.2 STIO: Given a discussion about adequate sleep, the student will be able to determine the amount of sleep necessary for his/her own performance.

- 18.02.21 When questioned regarding adequate sleep, the student will demonstrate a knowledge of what constitutes an adequate night's rest and verbally state that seven to eight hours is the necessary amount.
  - 18.02.211 The student will verbally explain the need for seven to eight hours of sleep.
  - 18.02.212 The student will plan an evening schedule and include bedtime at 10 o'clock.
  - 18.02.213 Given a classroom clock, the student will point or show the bedtime hour.
  - 18.02.214 The student will be able to discuss how he/she feels when sleep is inadequate.
- 18.02.22 Given a simulated situation, the student will role play the inattentiveness of the sleepy student.
  - 18.02.221 The student will role play the reaction of a student who has had only six hours sleep when the alarm rings.
  - 18.02.222 The student will role play a person with a short temper because of too little sleep.
  - 18.02.223 The student will role play a person coming down with a cold because of too little sleep.
  - 18.02.224 The student will demonstrate with another student the effects of enough sleep on being alert, attentive, and vigorous, as opposed to being fatigued with two little sleep.
  - 18.02.225 The student will role play the responses to the teacher that might be give by a student who is not alert.

18. EMPLOYABILITY SKILL: Stamina

18.03 LEVEL OF PERFORMANCE: Exhausted

ANNUAL GOAL: The student will attempt to complete assigned tasks, but will give the general impression of being tired and listless most of the time.

18.03.1 STIO: Given three containers holding 200 wing nuts, 200 washers, and 200 bolts and one empty container, the student will assemble a bolt, washer and a wing nut, screw it together, and tighten each of the 200 assemblies in 30 minutes.

- 18.03.11 Given wing nuts, bolts, and washers, the student will assemble one bolt, nut, and washer and tighten them with help from the teacher.
  - 18.03.111 When asked, the student will point to a wing nut, a washer, and a bolt separately.
  - 18.03.112 When asked, the student will explain which side of the wing nut goes up.
  - 18.03.113 Given a pile of wing nuts, washers, and bolts, the student will sort them into three piles by type.

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18.03.114 The student will demonstrate the sequence of part assembly.
18.03.115 When asked, the student will be able to properly show how to thread a nut to a bolt.

18.03.12 Given wing nut parts, the student will assemble five bolts, nuts, and washers and tighten the nuts independently in five minutes.
18.03.121 When asked, the student will demonstrate his understanding of the concept of the meaning of the number five.
18.03.122 When asked, the student will correctly set a classroom timer to show five minutes.
18.03.123 Given a pile of wing nuts, washers, and bolts, the student will sort them into three piles.
18.03.124 When asked, the student will demonstrate the sequence of the parts of the assembly.
18.03.125 When asked, the student will demonstrate the proper way to thread a nut on a bolt.

18.03.2 ST10: Given 100 envelopes and 100 invoice sheets, the student will fold invoice sheets into thirds and place them inside the envelopes after a teacher demonstration.

18.03.21 Given an invoice sheet, the student will fold it into thirds and place the sheet in an envelope with teacher assistance.
18.03.211 Given five sample invoices, the student will demonstrate which side of the invoice should be facing up before folding.
18.03.212 When asked, the student will use his/her pencil to mark a blank paper into thirds.
18.03.213 Given a prepared worksheet, the student will demonstrate a neat and even folding technique.
18.03.214 The student will demonstrate proper folding sequences by folding the bottom third up first, then folding down the top third.
18.03.215 The student will demonstrate how to place a folded sheet into an envelope without wrinkling the paper.

18.03.22 Given invoice sheets, the student will fold five invoice sheets into thirds and place each inside an envelope within five minutes.
18.03.221 When asked, the student will demonstrate his/her understanding of the concept of number five.
18.03.222 When asked, the student will correctly set a classroom timer for a five-minutes period to show understanding of five minutes.
18.03.223 Given five prepared worksheets, the student will demonstrate a neat and even folding technique with the five sheets within a one-minute time limitation.
18.03.224 The student will demonstrate the proper folding sequence by folding the bottom third up first and the top third down last.
18.03.225 The student will demonstrate how to place five already folded invoices into five envelopes without wrinkling them within 30 seconds.

18. **EMPLOYABILITY SKILL:** Stamina

18.04 **LEVEL OF PERFORMANCE:** Weary

ANNUAL GOAL: The student will be able to complete mosts tasks, but will often be slow moving and will lack enthusiasm.

18.04.1 STIO: Given a series of exercises, the student will complete the exercises with a high level of energy, without demonstrating sluggishness.

- 18.04.11 Given a demonstration of jumping jacks, the student will complete ten without shortness of breath.
  - 18.04.111 Given an example of skipping rope, the student will skip rope for two consecutive minutes with two other students swinging the rope.
  - 18.04.112 Given an example of walking up and down steps, the student will walk up and down steps for five minutes.
  - 18.04.113 Given an example of properly executed sit-ups, the student will complete 10 sit-ups without shortness of breath.
  - 18.04.114 Given an example of step-ups, the student will execute ten step-ups without shortness of breath.
  - 18.04.115 Given an example of squat-thrusts, the student will execute ten squat-thrusts without shortness of breath.
- 18.04.12 Given a demonstration of jogging around the gym, the student will jog five laps around the gym in a relaxed, easy manner.
  - 18.04.121 Given a demonstration of the proper jogging method, the student will jog in a straight line for 20 yards.
  - 18.04.122 Given a demonstration of jogging around the turns in the gym, the student will correct jog around the gym once.
  - 18.04.123 Given an example of jogging one lap and then walking one lap, the student will do this for ten laps.
  - 18.04.124 Given an example of jogging two laps and then walking one, the student will do this for nine laps.
  - 18.04.125 Given an example of jogging three laps and then walking one, the student will do this for eight laps.
  - 18.04.126 The student will jog continuously for five consecutive laps in a relaxed manner.

18.04.2 STIO: Given a series of exercises, the student will give the impression of being alert some of the tim

- 18.04.21 Given an example of wind-sprints, the student will do ten 50-yard wind-sprints per day for one week to build up his/her endurance and stamina.
  - 18.04.211 Given an example of a 10-yard wind-sprint, the student will run one and then walk one for a total of 10 sprints.

18.04.212 Given an example of a 20-yard wind-sprint, the student will run one and then walk one for a total of 10 sprints.
18.04.213 Given an example of a 30-yard wind-sprint, the student will run one and then walk one for a total of 10 sprints.
18.04.214 Given an example of a 40-yard wind-sprint, the student will run one and then walk one for a total of 10 sprints.
18.04.215 Given an example of a 50-yard wind-sprint, the student will run one and then walk one for a total of 10 sprints.

18.04.22 Given an example of skipping rope, the student will skip rope continuously for 10 minutes.
18.04.221 Given an example of skipping rope, the student will skip rope continuously for one minute.
18.04.222 Given an example of skipping rope, the student will skip rope continuously for two minutes.
18.04.223 Given an example of skipping rope, the student will skip rope continuously for three minutes.
18.04.224 Given an example of skipping rope, the student will skip rope continuously for five minutes.
18.04.225 The student will skip rope continuously for ten minutes.

18. EMPLOYABILITY SKILL: Stamina

18.05 LEVEL OF PERFORMANCE: Sluggish

ANNUAL GOAL: The student will complete all the tasks, but will appear tired occasionally.

18.05.1 STIO: Given a series of performance tasks, the student will slowly complete most of the tasks.

18.05.11 Given a demonstration of sweeping by the teacher or the custodian, the student will sweep the room within 10 minutes of the time it took the custodian or teacher.
18.05.111 Given the demonstration and the stimulus of a promised reward, the student will complete a task of cleaning a small portion of the room within 10 minutes of the time it took the teacher who demonstrated.
18.05.112 Given a single task of cleaning around the outer edge of the wall, the student will be able to complete the task on his/her own.
18.05.113 Given a simulated work contract, the student will be able to complete the job within the specified time period.
18.05.114 Given the explanation of finished and unfinished work, the student will be able to differentiate between the two.
18.05.115 The student will be able to clean a given, assigned room within 10 minutes of the janitor's time allotment for the room.

18.05.12 Given the task of sweeping the room completely, the student will be evaluated by his/her teacher and will accept both positive and negative criticism.

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18.05.121 The student will be able to give a complete description of his/her job and his/her responsibility.
18.05.122 The student will be able to break down a job into detailed tasks and tell how the supervisor will check him /her.
18.05.123 The student will be able to relate back to the supervisor what is expected of him/her in order to have a job completed satisfactorily.
18.05.124 The student will be able to complete an assigned task on his/her own and will ask the supervisor's approval.
18.05.125 The student will ask for assistance if he/she cannot proceed on an assigned task and will ask how the task should be done to satisfy the employer.

18.05.2 STIO: Given a job of washing, the student will be able to remain on task until completed.

18.05.21 Given a demonstration of washing windows by either the teacher or custodian, the student will later be able to complete the task of washing one window within 10 minutes of the teacher's or custodian's time.
18.05.211 Given available materials, the student will select those necessary for window cleaning.
18.05.212 Given a demonstration on the use of the window tools, the student will be able to follow through on this procedure.
18.05.213 Given materials necessary to complete the task, the student will be able to pick the materials up one at a time and explain their function.
18.05.214 Given some errors to be corrected in a job simulation, the student will be able to identify the errors.
18.05.215 The student will wash a window within 10 minutes of the demonstrator's time.

18.05.22 Upon the completion of the task of washing a window, the student will be able to undergo an evaluation of the work by his/her supervisor.
18.05.221 Given an explanation of how to complete a window washing task, the student will be able to role play the tasks of the job.
18.05.222 Given the absence of a clock or time piece, the student will be able to estimate closely the time needed to complete a job.
18.05.223 Given a video tape of a washing operation, the student will be able to tell how this is both like and different from his/her current window washing procedure.
18.05.224 Given a variety of job tasks dealing with the job of washing windows, the student will be able to estimate accurately the time needed to complete the tasks.
18.05.225 When evaluated on a window washing task, the student will be able to accept and respond favorably to criticism of both a positive and negative nature.

18. EMPLOYABILITY SKILL: Stamina

18.06 LEVEL OF PERFORMANCE: Sporadic

ANNUAL GOAL: The student will be able to complete all assigned physical tasks and will appear to be rested.

18.06.1 STIO: Given a job task, the student will usually appear rested and alert.

18.06.11 Given the task of sweeping the classroom floor, the student will have sufficient stamina to complete the task in a 15-minute period and appear rested and alert.

18.06.111 The student will sweep a four-foot by four-foot linoleum floor area, collecting the sweepings into a pile in an unlimited amount of time.
18.06.112 The student will sweep a four-foot floor area, collect the sweepings in a dust pan, and dispose of them in a wastebasket in a reasonable amount of time.
18.06.113 The student will sweep the four-foot by four-foot floor area, collect, and dispose of the sweepings within a five-minute time period.
18.06.114 The student will sweep an eight-foot area, collect, and dispose of the sweepings within a ten-minute period.
18.06.115 The student will sweep a 12-foot by 12-foot area, collect, and dispose of the sweepings within a 15-minute period, looking rested and alert.

18.06.12 Given the task of cleaning the lunch room tables, the student will be alert to the instructions given him/her and will have enough stamina to wash and dry eight tables looking rested upon completion.
18.06.121 The student will respond to a two-step command, "Wash and dry one table."
18.06.122 The student will wash and dry one table without the teacher verbally reinforcing the task procedures.
18.06.123 The student will wash and dry four tables under the commands of the teacher.
18.06.124 The student will wash and dray eight tables under the instructions and encouragement of the teacher.
18.06.125 The student will wash and dry eight tables looking rested and alert and then evaluate his/her own performance.

18.06.2 STIO: Given the command to run one mile, the student will complete the task within 10 minutes.

18.06.21 Given the task of walking one mile, the student will develop sufficient stamina to complete the task.
18.06.211 The student will jump rope for five minutes, then walk for one mile to prepare.
18.06.212 The student will complete the conditioning exercises in the objective above (i.e., five bent-knee, sit-ups, etc.) and than walk one mile.
18.06.213 The student will walk continuously for one mile, gradually increasing the pace.
18.06.214 The student will jog ten minutes, walk five minutes, jog ten minutes; and walk five minutes until he/she has completed one mile.
18.06.215 The student will jog and walk intermittently at a moderate, continuous pace, gradually increasing the pace until he/she completes one mile.

18.06.22 Given the direction to run one mile at a moderate, continuous pace, the student will have developed sufficient stamina to complete the task.
18.06.221 The student will do five bent-knee sit-ups to prepare.
18.06.222 The student will repeat the activity and will add five jumping jacks.

18.06.223 The student will do five bent-knee sit-ups, five jumping jacks, and five toe-touches.
18.06.224 The student will complete the activities above and add three minutes of jumping rope.
18.06.225 The student will add to the above, running ten minutes, then resting give minutes until he/she has completed a mile.
18.06.226 The student will run for one mile at a continuous pace.

18. EMPLOYABILITY SKILL: Stamina

18.07 LEVEL OF PERFORMANCE: Alert

ANNUAL GOAL: The student will engage in physical activities and appear well rested.

18.07.1 STIO: Given a role play situation, the student will be able to understand a well-rested appearance.
18.07.11 When questioned regarding adequate sleep, the student will demonstrate knowledge of what constitutes an adequate night's rest by verbally stating that eight hours sleep is the necessary amount.
18.07.111 The student will verbally state why eight hours of sleep is needed nightly.
18.07.112 The student will plan an evening schedule which allows for bedtime at a specific hour (e.g., 10:00 p.m.).
18.07.113 The student will use a classroom clock to show bedtime hour (e.g., 10:00 p.m.).
18.07.114 The student, with prompting, will talk about the difficulty of getting up when sleep is inadequate.
18.07.115 The student will compare how he/she feels and how he/she performs when sleep is inadequate.

18.07.12 Given a simulated sleep situation, the student will role play the inattentiveness of the sleepy student.
18.07.121 The student will role play getting up after only six hours sleep and exaggerate the situation.
18.07.122 The student will role play another student's temper after inadequate sleep.
18.07.123 The student will discuss the effects of sleep on the health.
18.07.124 The student will role play with another student a job situation where one is alert and the other is sleepy.
18.07.125 The student will discuss how sleep related to one's employment success.

18.07.2 STIO: Given a situation where the student must demonstrate a steady, consistent pace with endurance to perform a job, the student will develop skills to alertness level.

18.07.21 Given the direction to walk one mile at a moderate, continuous pace, the student will accomplish the task in 30 minutes.
18.07.211 The student will do six bent-knee sit-ups to prepare.
18.07.212 To the above, the student will add six jumping jacks.
18.07.213 To the above, the student will add six toe-touches.

18.07.214 The student will complete the above, plus jump rope for three minutes.
18.07.215 The student will walk for nine minutes, rest for six minutes, and continue the process until completing a mile.
18.07.216 The student will walk at a moderate pace, gradually increasing pace until he/she reaches one mile.

18.07.22 Given the task to run one mile, the student will accomplish the task in 12 minutes.
18.07.221 The student will walk continuously for one mile, gradually increasing the pace to prepare.
18.07.222 The student will jump rope for at least five minutes to prepare.
18.07.223 The student will do the conditioning exercises of 18.07.21 and increase the activity to 12 repetitions.
18.07.224 The student will jog for nine minutes, walk for five minutes, jog for nine minutes, walk for five minutes, and continue until he/she reaches one mile.
18.07.225 The student will jog at a moderate pace, gradually increasing his/her pace until he/she covers the distance of one mile.

18. EMPLOYABILITY SKILL: Stamina

18.08 LEVEL OF PERFORMANCE: Lively

ANNUAL GOAL: The student will readily engage in strenuous physical activity with slight sign of fatigue.

18.08.1 STIO: The student will understand how proper diet, adequate rest, and exercise relate to his/her ability to perform well on a job.

18.08.11 The student will develop an awareness of how proper rest and nutrition are related to a good performance on the job.
18.08.111 The student will keep a record of his/her diet and the amount of sleep he/she gets each day, under the teacher's assistance.
18.08.112 The student will be able to explain the proper diet necessary to good performance and the proper amount of sleep.
18.08.113 The student will develop a collection of pictures and information in a notebook regarding proper diet and proper sleep.
18.08.114 The student will explain to another adult person his/her findings on nutrition and sleep.
18.08.115 The student will explain to the class his/her findings on sleep and nutrition.

18.08.12 The student will develop his/her own individualized fitness program with the assistance of the physical education instructor and classroom teacher.
18.08.121 The student will be able to understand his/her present level of endurance.
18.08.122 The student will develop a program for his/her own fitness and improved stamina.

18.08.123 The student will establish a time and procedure for his own program.
18.08.124 The student will begin his/her program (e.g., cycling, swimming, jogging, etc.) and will record his/her own statistics per event.
18.08.125 The student will share his/her findings with other adults and with the class.

18.08.2 ST10: Given a physically demanding work task or a continuous, assembly-type task, the student will build up his/her endurance to a point of working on the task for four to six hours.

18.08.21 Given a physically demanding or assembly-type job, the student will work at a consistent pace for one to three hours.
18.08.211 The student will decide with the teacher on an appropriate job (e.g., mowing, mopping, assembling).
18.08.212 The student will perform the tasks within the job for short intervals until he/she has mastered the tasks.
18.08.213 The student will perform a task until he/she appears tired or for an hour, whichever comes first.
18.08.214 The student will perform the tasks for up to three hours and will appear tired.
18.08.215 The student will perform up to three hours with a consistent pace and little fatigue.

18.08.22 Given a physically demanding or assembly-type task, the student will work at a consistent pace for four to six hours with little tiring, but with breaks and lunch.
18.08.221 The student will decide with the teacher on an appropriate job.
18.08.222 The student will perform job tasks for two-hour stretches without any breaks.
18.08.223 The student will perform job tasks for three-hour stretches with one break.
18.08.224 The student will work a full four hours with breaks only.
18.08.225 The student will work for a full six hours at a steady pace with little tiring with only breaks and lunch.

18. EMPLOYABILITY SKILL: Stamina

18.09 LEVEL OF PERFORMANCE: Vigorous

ANNUAL GOAL: The student will display extraordinary stamina when engaged in strenuous physical tasks.

18.09.1 ST10: Given a strenuous physical activity, the student will voluntarily participate with little sign of fatigue for a limited period of time.

18.09.11 Given strenuous physical tasks involving hand coordination, the student will complete these tasks showing little fatigue.
18.09.111 The student will feel objects for texture and for size and shape.
18.09.112 The student will reach across a table and retrieve selected objects or reach over and help another person.
18.09.113 The student will handle an object, examine it, and pass it to another person or pass it on quickly to a classmate.

18.09.114 The student will carry trays and chairs in a cafeteria.
18.09.115 The student will climb up a stairs, climb on ropes, and climb up ladders.

18.09.12 Given strenuous physical tasks involving eye-hand-foot coordination, the student will complete these tasks showing little fatigue.
18.09.121 The student will crawl under a table to retrieve materials or crawl under a table to clear an area.
18.09.122 The student will crouch and pick up materials in a pre-determined arrangement or crouch and arrange items on a lower shelf.
18.09.123 The student will kneel to pick up an assortment of materials or arrange supplies on a shelf.
18.09.124 The student will push carts, such as janitorial carts and audio-visual equipment carts.
18.09.125 The student will pull a vacuum cleaner, pull desks, or pull boxes for the janitor.

18.09.2 STIO: Given a strenuous physical activity, the student will be able to endure the activity with little sign of fatigue for an extended period of time.

18.09.21 Given strenuous physical tasks involving hand coordination, the student will continue the tasks over an extended period of time.
18.09.211 The student will reach across a table and restack a large assortment of papers or post information across the top of a bulletin board.
18.09.212 The student will stoop or arrange materials on a shelf as specified and bend to wipe off tables, load a dishwasher or kiln.
18.09.213 The student will pick up and assemble a large can of nuts and bolts or sort a large assortment of washers by size.
18.09.214 The student will handle trays in a cafeteria line for a lunch period or fill cafeteria trays with a food item for a lunch period.
18.09.215 The student will jack a weight and release the jack over a period of time or expand a tension spring and release it.

18.09.22 Given a strenuous physical task involving eye-hand-foot coordination, the student will continue the task over an extended period of time.
18.09.221 The student will push a cart of AV materials across a school building or push a filled wheelbarrow.
18.09.222 The student will lift and stack boxes of books of medium weight or lift and stack chairs and tables.
18.09.223 The student will balance two filled buckets by carrying them simultaneously or carry a stack of four small boxes (shoe boxes) to a designated area.
18.09.224 The student will carry a medium load across a room or down a hallway to another room.
18.09.225 The student will carry materials up and down a ladder or carry materials up several flights of stairs.

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18. EMPLOYABILITY SKILL: Stamina

18.10 LEVEL OF PERFORMANCE: Endurance

ANNUAL GOAL: The student will demonstrate sufficient physical stamina and strength to function successfully on a chosen job.

18.10.1 STIO: Given strenuous physical job tasks, the student will become involved voluntarily and display extraordinary stamina.

- 18.10.11 Given the task of loading heavy boxes onto a delivery truck, the student will perform for a full working day, showing extraordinary stamina.
  - 18.10.111 The student will solicit the supervisor's directions for loading boxes on the truck.
  - 18.10.112 The student will work even through his/her morning break to complete his/her assignment.
  - 18.10.113 The student will be constantly engaged in the strenuous physical task and will not stop to talk or even to get a drink.
  - 18.10.114 The student will load a delivery truck almost non-stop for a whole day.
  - 18.10.115 The student will show little or no fatigue after a day's work.
- 18.10.12 Given a filled delivery truck, the student will unload the truck at a steady pace for a full working day, showing extraordinary stamina.
  - 18.10.121 The student will solicit the supervisor's instruction on the task at hand.
  - 18.10.122 The student will not take advantage of the work breaks but continue to work right through them unless required to take a break by the supervisor.
  - 18.10.123 The student will be constantly engaged in the strenuous work and will not stop even to talk.
  - 18.10.124 The student will work hard even when others are ready to quit.
  - 18.10.125 The student will unload the truck for the entire day, showing little fatigue and extraordinary stamina.

18.10.2 STIO: Given strenuous physical tasks under adverse conditions, the student will display extraordinary stamina.

- 18.10.21 Given a lawn to mow on an extremely hot day, the student will perform the task while displaying extraordinary stamina.
  - 18.10.211 The student will ask the owner or supervisor how he/she wants the yard cut and will not stress the weather adversity.
  - 18.10.212 The student will perform the task at a strong, steady rate even when others are tiring fast.
  - 18.10.213 The student will mow the lawn on an extremely hot day, while displaying extraordinary stamina.
  - 18.10.214 The student will mow the lawn under varying conditions, displaying stamina.

18.10.215 The student will continue to perform over a given period, maintaining a constant degree of stamina.

18.10.22 Given a heavily snow-covered sidewalk and driveway, the student will perform the task of clearing the snow, while displaying extraordinary stamina.

18.10.221 The student will ask the supervisor or owner how he wants the job done.

18.10.222 The student will perform the task at a strong, steady rate of speed even when others have to take a break.

18.10.223 The student will perform snow shoveling tasks for a given period of time, while maintaining a constant stamina.

18.10.224 The student will shovel the heavily covered sidewalk and drive, while displaying unusual stamina.

18.10.225 The student will perform the snow shoveling tasks under varying conditions, while maintaining constant stamina.

NOTES:

19. **EMPLOYABILITY SKILL:** Reading Level

19.01 LEVEL OF PERFORMANCE: Non-reader

ANNUAL GOAL: The student will recognize and identify by name all the letters of the alphabet.

19.01.1 STIO: Given basic experiences in perceptual motor activities, the student will gain the necessary readiness skills for beginning reading.

19.01.11 The student will distinguish likenesses and differences in color, shape, size, and details of objects and pictures.
19.01.111 The student will cut and paste pictures from magazines to match color sample chips.
19.01.112 The student will identify and compare objects which are big, little, short, and tall.
19.01.113 The student will match shapes cut from colored paper with shapes on a flannel board.
19.01.114 The student will mark with a pencil the picture that is different in a strip or series of similar pictures.
19.01.115 The student will classify objects or pictures by color, shape, size, or materials. (e.g., all the red pictures, all the round objects, or all the soft, fuzzy objects.)
19.01.116 The student will draw lines to match or join the drawings or letters that are the same on a worksheet.

19.01.12 The student will distinguish likenesses and differences between gross sounds, words, parts of words, and letter sounds.
19.01.121 The student will listen to a record or tape of everyday sounds and identify them (e.g., bell ringing, horn honking, bird chirping).
19.01.122 The student will imitate sounds of daily life and/or animals (e.g., moo, quack, bark, bell, etc.).
19.01.123 The student will listen to notes on a piano and stand when the note is high and sit when the note is low.
19.01.124 The student will listen to words pronounced by the teacher and clap his/her hands when the word sounds like the first word given.
19.01.125 The student will close his/her eyes and tell whether the teacher has tapped a window, desk, floor, chalkboard, etc.
19.01.126 The student will listen to taped voices of his/her classmates and identify who is speaking.

19.01.2 STIO: Given basic experiences in language development and listening skills, the student will gain a readiness level for beginning reading.

19.01.21 The student will enlarge his/her listening and speaking vocabulary by listening to stories, experiencing word meanings, and classifying concepts in the classroom.
19.01.211 The student will share and describe the touch words (e.g., "How does water feel? Put your hand in the water and say...").

19.01.212 The student will dramatize action words, such as hopped, waddled, crept, crawled, sneaked, flew, etc.
19.01.213 The student will use puppets to tell a story about himself/herself.
19.01.214 The student will cut and paste pictures from a catalog of clothing and learn the names of each garment (e.g., winter clothing, boots, jackets, etc.).
19.01.215 The student will recite memorized jingles, rhymes, and poems.
19.01.216. The student will tell an imagined story from a series of pictures.

19.01.22 The student will listen to stories and retell details, sequences of events, characters' names, and main ideas accurately.
19.01.221 The student will listen to stories, poems, and records for rhythm, repetition of language sounds, and new words.
19.01.222 The student will use toy phones to "talk" with a friend and then will tell the teacher what was said.
19.01.223 The student will retell a simple story, giving main ideas in correct sequence.
19.01.224 The student will place or number pictures depicting events of a story in the correct sequence.
19.01.225 The student will draw pictures of the main characters in a story.
19.01.226 The student will describe in his/her own words the events or characters in a story.

19. EMPLOYABILITY SKILL: Reading Level

19.02 LEVEL OF PERFORMANCE: Identifies Letters

ANNUAL GOAL: The student will be able to sound out consonants, vowels, digraphs, and syllables of simple words.

19.02.1 ST10: Given a sheet of paper containing letters of the alphabet listed in a given order, the student will identify all letters.

19.02.11 When asked, the student will orally recite the alphabet with 90 percent accuracy.
19.02.111 The student will find like letters in a newspaper and say the names of the letters each time.
19.02.112 The student will trace a letter several times, while saying the name of the letter.
19.02.113 The student will sing along with a recording of the alphabet song.
19.02.114 The student will repeat short segments of the alphabet after listening to them on record.
19.02.115 The student will progressively tape longer segments of the alphabet as he/she memorizes the alphabet.
19.02.116 The student will recite the entire alphabet from memory.

19.02.12 Given alphabet flash cards, the student will recognize and identify each letter by name.
19.02.121 Given two flash cards with letters, the student will identify each, progressively adding additional flash cards.

19.02.122 Given letters on a screen from an overhead projector, the student will be able to identify the letters.

19.02.123 Given letters on a screen and lessened time intervals, the student will identify more letters per unit of time.

19.02.124 The student will take turns moving to the front of the room as he succeeds in being first to identify letters on a screen.

19.02.125 The student will be able to identify letters in alphabet soup.

19.02.126 The student will identify and name each alphabet letter on wall cards.

19.02.2. STIO: When letters are pointed to at random, the student will identify the letters of the alphabet readily and with 100 percent accuracy.

19.02.21 Given letters and other symbols, the student will distinguish between the two and identify to the symbols which have meaning.

19.02.211 Using symbols of animals on flash cards, the student will be able to give the name of the animals.

19.02.212 Using concrete objects such as a house, a tool, or a machine on a flash card, the student will be able to define the object.

19.02.213 Using a mixture of alphabet letters and other symbols, the student will be able to tell which are alphabet letters.

19.02.214 Given a choice between the letter A and the symbol #, the student will choose the card containing the symbol having the most meaning.

19.02.215 The student will select and name the alphabet letter cards from a group of assorted picture cards.

19.02.22 Given the letters of the alphabet in random order, the student will be able to identify the letters accordingly.

19.02.221 Using pictures of objects with word names, the student will be able to pick the letter that matches the beginning of the word name.

19.02.222 Using balloons filled with air and a note inside describing a prize, the student will identify the letter pinned below the balloon and be permitted to break the balloon and receive the prize.

19.02.223 With letters hidden throughout the classroom, the student will find and identify the letters. (Use team approach at first.)

19.02.224 The student will find all the A's, all the B's, etc., in a box of letters.

19.02.225 The student will identify and name all 26 letters of the alphabet in random order on flash cards, chalkboard displays, etc.

19. EMPLOYABILITY SKILL: Reading Level

19.03 LEVEL OF PERFORMANCE: Phonetic Skills

ANNUAL GOAL: The student will read most of the Dolch Basic Sight Words as well as other primary level words.

19.03.1 STIO: Given a list of the 15 most commonly used consonant letters, the student will name each letter and give its sound clearly with 90 percent accuracy.

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19.03.11 Given a worksheet with six consonants and an old magazine, the student will cut out pictures that begin with the same six consonant sounds.
  - 19.03.111 The student will identify the six consonant sounds orally and review several times.
  - 19.03.112 The student will suggest names of objects which begin with the six sounds.
  - 19.03.113 The student will make a wall chart with the letters for the consonant sounds to match the ones on the worksheet and hang the chart on the wall.
  - 19.03.114 The student will match and paste the cut out pictures under the letters on the worksheet.
  - 19.03.115 The students will paste extra cut-out pictures to match letters on the wall chart.

19.03.12 Given a group of 10 picture cards and 10 final consonant cards, the student will match the letters to the pictures that end with the same sound.
  - 19.03.121 The student will identify pictures and pronounce the name for each clearly, listening for the final sound.
  - 19.03.122 The student will identify the 10 final consonant letter cards by name and give the sound for each.
  - 19.03.123 The student will match the pictures to the letter cards for those having the same ending sound.
  - 19.03.124 The student will cut out and paste magazine pictures to a worksheet of letters and/or a wall chart of the same.
  - 19.03.125 The student will match pictures to final consonants on a worksheet.
  - 19.03.126 The student will play final consonant Bingo.

19.03.2 STIO: Given a list of 10 one-syllable phonetic words, the student will give the medial vowel sound correctly with 90 percent accuracy.

19.03.21 Given the five letter cards for vowels, the student will name each letter and give the correct short vowel for each letter.
  - 19.03.211 The students will listen to a record which correctly gives the vowel sound being learned as they look at the letter card.
  - 19.03.212 The student will match pictures that begin with the short vowel sound to the short vowel cards (e.g., ax to a, egg to e).
  - 19.03.213 The student will chant the short vowel sound as the teacher taps the letter card, as often as the cart is tapped.(e.g., a,a,a,i,e,e,o,u,,u).
  - 19.03.214 The student,using the taped worksheet exercises, will mark or color pictures on the worksheet in which he hears the short vowel sound being studied.
  - 19.03.215 The student, on worksheets of pictures with words underneath, will fill in the missing short vowel sound by writing the correct letter.
  - 19.03.216 The student will record and listen to his/her own voice on tape, giving the short vowel sounds from flash cards.

19.03.22 Given 10 to 20 flash cards for long vowels and vowel pairs, the student will give the long sounds accurately 90 percent of the time.

19.03.221 The student will repeat after the teacher the long vowel sounds as the teacher points to letter cards.

19.03.222 The student will match picture cards to the long vowel cards (e.g., oats to o, apron to a, ice to i, etc.).

19.03.223 The student will write on the chalkboard the long vowels which he/she hears the teacher pronounce in words.

19.03.224 The student will hold up long vowel cards as he/she hears words with these vowels being pronounced.

19.03.225 The student, on a worksheet, will write in the missing vowel or vowel pairs for each pictured word.

19.03.226 Using a Language Master and set of long vowel sound cards, the student will record his/her own voice reading each sound symbol.

19. EMPLOYABILITY SKILL: Reading Level

19.04 LEVEL OF PERFORMANCE: Reads Simple Words

ANNUAL GOAL: The student will read primary grade level words arranged in sentences.

19.04.1 STIO: Given three-to four-letter words on flashcards, the student will correctly pronounce 90 percent of them.

19.04.11 Given word pictures of three-to four-letter words, the student will match the words to the pictures.

19.04.111 The student will sound out lists of phonetic word families, such as at, cat, hat, mat, sat, rat, etc.

19.04.112 The student, on a worksheet of pictures, will select the correct word from a word box and write it underneath the correct picture.

19.04.113 The student, with words on a wall chart, will perform timed drills, saying words on the wall chart forward, backward, twice each, etc.

19.04.114 The student will play word games, such as Word Bingo, or use a game board and will correctly pronounce the words drawn as a requirement to move forward or to score a point, etc.

19.04.115 The student will match word pictures to words with one letter missing in each word. He/she will then supply the missing letter and read the word orally.

19.05.116 The student will pronounce words relating to community jobs correctly (e.g., car, gas, mow, eat, oil, etc.) and then match pictures to these words.

19.04.12 Given 10 simple, three-to four-letter words, the student will correctly spell and read each word with 90 percent accuracy.

19.04.121 The student will differentiate between two similar words (pot, pit), stating which letters and sounds are the same and which are different, and then spell and read each word.

19.04.122 The student will supply missing letters to a word when told what the word should be; he/she will then spell and read the word.

19.04.123 The student will give the meaning of a word and use it in a sentence.
19.04.124 The student will label each object in the classroom with a word card.
19.04.125 The student will cut out letters from the newspaper to form words.
19.04.126 The student will read nine out of ten words when flashed on flash cards.

19.04.2 STIO: Given 10 to 20 larger, single-syllable words for functional reading purposes, the student will correctly read 80 percent of them.

19.04.21 The student will sound and blend phonetic, one-syllable words, with 80 percent accuracy.
19.04.211 The student will trace the word with two fingers as he/she sounds and blends the word.
19.04.212 The student, on a word worksheet, will circle each word in the row that is the same as the first.
19.04.213 The student, from a row of word cards, will select the word card for the word the teacher pronounces.
19.04.214 The student will play the game "I am thinking of a word that rhymes with ___," and give the answer by selecting the correct word card from the chart pocket.
19.04.215 The student will practice blending and pronouncing words using Language Master Cards and recording his/her own voice.
19.04.216 The student will play Word Bingo and reread the five words covered in order to win.

19.04.22 The student will identify non-phonetic, one-syllable words by sight at 80 percent accuracy.
19.04.221 The student will group word cards into chart pockets under classification pictures (e.g., animals, food, people, etc.).
19.04.222 The student will group words that belong together on a worksheet in classification groupings and will cross out the words that do not belong.
19.04.223 The student will connect color words on a lacing card with the correct colored samples.
19.04.224 The student will match word cards to pictures of the five senses, such as seeing, hearing, feeling, smelling, touching, or tasting.
19.04.225 The student will make up compound words or additional words from root words by adding s, ed, and ing.

19. EMPLOYABILITY SKILL: Reading Level

19.05 LEVEL OF PERFORMANCE: Reads Simple Sentences

ANNUAL GOAL: The student will read many primary grade level words in sentence form and will understand the main ideas of the sentences.

19.05.1 ST10: Given a random elementary word list of words with three to four letters, the student will read the words.

19.05.11 Given a teacher-made word lotto board which requires the student to name words from a Dolch word list before he/she lands on a square, the student will compete with a peer, saying the words necessary to play.
19.05.111 The student will sort 30 Dolch words into groups with the same beginning consonants and read each group of words.

19.05.112 The student will sort a list of 30 Dolch words into groups with the same ending consonants and read each group of words.

19.05.113 The student will sort a list of 30 Dolch words into groups with the same long vowel sound and read each group of words.

19.05.114 The student will sort 30 Dolch words into groups with the same short vowel sound and will read each group of words.

19.05.115 The student will sort 30 Dolch words into groups with the same initial blend and read each group orally.

19.05.116 The student will sort 30 Dolch words into groups with one, two, or three syllables, and pronounce each word.

19.05.12 When orally given 20 Dolch words, the student will show visual and auditory recognition of each word by selecting the correct word card 80 percent of the time.

19.05.121 The student will place Dolch word cards in the order given and read the list.

19.05.122 The student will rearrange Dolch word cards in alphabetical order and reread the list.

19.05.123 The student will match upper and lower case Dolch word cards and reread the word cards.

19.05.124 The student will fill in the missing middle vowel letter and reread the word list.

19.05.125 The student will match manuscript and cursive Dolch word cards and reread the word cards.

19.05.126 The student will read aloud a list of 25 Dolch words forward and then in reverse order with 80 percent accuracy.

19.05.2 STfO: Given a structured set of simple words having approximately three to four letters, the student will read the list.

19.05.21 Given a teacher-made survival checker game (with survival words on the squares, requiring the student to name the word before he/she lands on a space), the student will compete with a peer, saying the words necessary to play.

19.05.211 The student will sort 30 survival words into groups with the same beginning consonants and read each group aloud.

19.05.212 The student will sort 30 survival words into groups with the same ending consonants and read each group orally.

19.05.213 The student will sort 30 survival words into groups with the same long vowel sound and read each group orally.

19.05.214 The student will sort 30 survival words into groups with the same short vowel and read each group orally.

19.05.215 The student will sort 30 survival words into groups with the same initial blend and read each group orally.

19.05.216 The student will sort 30 survival words into one-two-three syllable word groups and read each group orally.

19.05.22 When orally given the first 20 survival words, the student will show visual and auditory recognition of each word card by reading each word orally with 80 percent accuracy.

19.05.221 The student will place 20 word cards in the order given and reread the list.
19.05.222 The student will rearrange the 20 word cards in alphabetical order and reread the list.
19.05.223 The student will match upper and lower case word cards and reread the word cards.
19.05.224 The student will fill in the missing middle vowel letter on a worksheet and reread the word list.
19.05.225 The student will match manuscript and cursive word cards and reread the word cards.
19.05.226 The student will read the list of 20 survival words forward and in reverse order with 80 percent accuracy.

19. EMPLOYABILITY SKILL: Reading Level

19.06 LEVEL OF PERFORMANCE: Interprets Simple Sentences

ANNUAL GOAL: The student will read and comprehend sentences made up of one- and two-syllable words which form one independent and one dependent clause.

19.06.1 STIO: Given five three-word sentences, the student will correctly read them stopping after the last word in each sentence.

19.06.11 Given two- to three-word sentences, the student will read them orally and accurately.
19.06.111 The student will read rebus sentences (e.g., I saw a ###, I saw a &&&, I saw a @@@, etc.).
19.06.112 The student will arrange two or three word cards to make a sentence and draw a picture about it. (e.g., See me eat.)
19.06.113 The student will draw lines to match nouns to verbs on a worksheet. (e.g., puppy-barks, baby-sleeps, kitty-eats.)
19.06.114 The student will draw a picture, write a title under it, and read it aloud. (e.g., My dog runs.)
19.06.115 The student will roll out three word blocks (cubes with a word on each side) and form a sentence with the three words.
19.06.116 The student will complete sentences with blanks by selecting words from the word box to complete the sentences. (e.g., Mary can jump .)

19.06.12 Given three- to five-word sentences, the student will read them orally and accurately.
19.06.121 The student will read sentences orally from a story chart. (e.g., Today we made popcorn. Pop! Pop')
19.06.122 The student will read popular advertising slogans, limericks, and rhymes. (e.g., Wheaties is the breakfast of champions.)
19.06.123 The student will read sentence strips, arrange the strips in sequence, and make an experience story.
19.06.124 The student will arrange three- to five-word cards to form a sentence. (e.g., tree up kitty the ran - kitty ran up the tree.)
19.06.125 The student will roll five word cubes and form a sentence with the words. (e.g., subject, article, verb, adverb, object; Jane threw the ball quickly.)

19.06.126 The student will cut words from the newspaper headlines to paste and form into sentences. (e.g., It will snow tomorrow.)

19.06.2 STIO: Given a simple sentence to read, the student will identify it as a statement or a question and read it with accurate voice inflection.

19.06.21 Given a simple "telling" sentence, the student will read it accurately, dropping his/her voice inflection at the period.

19.06.211 The student will make a chart of the classroom rules and read them orally. (e.g., Always clean up your work area.)

19.06.212 The student will read orally sentence strips about health or hygiene. (e.g., Comb your hair each day.)

19.06.213 The student will read orally a recipe for food preparation. (e.g., Measure five cups of water.)

19.06.214 The student will read orally an experience story of a class trip. (e.g., We went to the drugstore).

19.06.215 The student will read orally the directions to a worksheet or task. (e.g., Color all circles red.)

19.06.216 The student will put the periods after the sentences on a worksheet and read the sentences orally. (e.g., Jim has a new bicycle. Jim rides it to work.)

19.06.22 Given a simple "asking" sentence, the student will read it accurately, raising the voice inflection at the question mark.

19.06.221 The student will repeat after the teacher, "A question mark is used when a sentence asks a question."

19.06.222 The student will practice making question marks at the chalkboard and on paper.

19.06.223 The student will read orally sentence strips which ask questions and answer the questions orally. (e.g., Is it raining today? No, it is not raining today.)

19.06.224 The student will match beginnings and endings of questions on a worksheet by drawing lines, then will read the new sentences aloud. (e.g., Is the sky (match) blue today? Can the horse (match) run fast?)

19.06.225 The student will play the question game by drawing questions from a box, reading the question aloud, and answering the question orally. (e.g., Is your hair red? No, it is not red.)

19.06.226 The student will put periods or question marks after sentences on a worksheet and read these sentences orally. (e.g., Jim has a new bicycle. Does Jim like it?)

19. EMPLOYABILITY SKILL: Reading Level

19.07 LEVEL OF PERFORMANCE: Interprets Complex Sentences

ANNUAL GOAL: The student will understand the meaning or topic of several simple sentences written in paragraph form.

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19.07.1 STIO: When simple sentences are read, the student will match appropriate pictures to the sentences.

- 19.07.11 Given a simple sentence, the student will select the best picture which corresponds to the sentence.
  - 19.07.111 The student will read a simple sentence and will discuss with the class various pictures that could describe that sentence.
  - 19.07.112 The student will meet with a group of four and come up with a simple sentence that can easily be matched with a picture.
  - 19.07.113 The student will match strip sentences to pictures on a chart in the front of of the classroom.
  - 19.07.114 The student will use worksheets and match sentences to corresponding pictures.
  - 19.07.115 The student will draw a picture to describe simple strip sentences.
  - 19.07.116 The student will view a filmstrip story with simple sentence captions and will read these captions to the class.
- 19.07.12 Given a picture and three simple sentences, the student will underline the sentence which best describes the picture.
  - 19.07.121 Given a specific picture, the student will discuss with the class simple sentences which might describe the picture.
  - 19.07.122 The student will meet with a group and construct simple sentences to describe certain pictures.
  - 19.07.123 The student will select sentence strips which best describe specific pictures.
  - 19.07.124 The student will orally describe a picture with simple sentences.
  - 19.07.125 The student will individually construct simple sentences to describe a picture.
  - 19.07.126 Given three or four sequential pictures and sentences in random order, the student will order the pictures and the sentences which describe the pictures.

19.07.2 STIO: Given a simple sentence to read, the student will answer questions related to the content of the sentence.

- 19.07.21 Given a simple sentence, the student will identify who is doing the acting and what the action is.
  - 19.07.211 The student will discuss the way to pick out who is doing the acting in a simple sentence.
  - 19.07.212 The student will listen to the teacher read sentences and tell who is acting.
  - 19.07.213 The student will discuss the actions of a sentence.
  - 19.07.214 The student will mark on the worksheet of simple sentences who is doing the acting and what the action is.
  - 19.07.215 On a worksheet containing mixed beginnings and endings of sentences, the student will match appropriate beginnings and endings to form good, complete sentences.
- 19.07.22 Given a simple imperative sentence to read, the student will explain in his/her own words what action is to be taken.

19.07.221 The student will color worksheets after reading the directions for the basic colors. (e.g., Color the ball red)
19.07.222 The student will follow directions written out on a blackboard. (e.g., Draw one tree. Color it green.)
19.07.223 The student will draw sentences from a hat and act them out. (e.g., Be an airplane.)
19.07.224 Given a nature field trip and some sentence strips with commands, the student will be able to find the requested material. (e.g., Find a green leaf.)
19.07.225 The student will follow simple directions for marking and counting on a worksheet (e.g., Put an X on five apples.)
19.07.226 The student will read an assignment on a chalkboard. (e.g., Read page 10.)

19. EMPLOYABILITY SKILLS: Reading Level

19.08 LEVEL OF PERFORMANCE: Comprehends Paragraphs

ANNUAL GOAL: The student will read and comprehend the general meaning of several paragraphs arranged sequentially to tell a story.

19.08.1 ST10: Given sentences in which there are two or more thoughts, the student will accurately interpret the message.

19.08.11 Given a compound sentence, the student will correctly circle the picture which describes the actions.
19.08.111 The student will guess riddles written in compound sentences (e.g., I have a big bill and webbed feet) and will circle correct pictures.
19.08.112 The student will follow compound directions. (e.g., Write yes for true and no for false.)
19.08.113 The student will match pictures and write yes for those that match and no for those that do not match.
19.08.114 The student will sequence pictures to retell nursery rhymes and old tales.
19.08.115 The student will match pictures to verbs. (e.g., Match the picture of a student running to the word run, the picture of a student crying to cry.)
19.08.116 The student will match action pictures to action verbs. (e.g., The boy is walking, and the girl is riding a bicycle.)

19.08.12 Given a compound sentence, the student will identify who is doing the action and what the action is.
19.08.121 The student will match pictures to nouns (e.g., city, farm, car, dog).
19.08.122 The student will match pictures to verbs (e.g., running, swimming).
19.08.123 The student will orally pick one noun from a list of words.
19.08.124 The student will orally pick out verbs from a list of words.
19.08.125 The student will pick out nouns and verbs from compound sentences.
19.08.126 The student will tell in his/her words who or what the subjects of a compound sentence are and what the actions are.

19.08.2 STIO: Given a sentence containing no more than two thoughts, the student will accurately interpret the message.

- 19.08.21 Given a sentence containing no more than two thoughts, the student will draw a picture to represent the sentence.
  - 19.08.211 The student will read the compound sentence.
  - 19.08.212 The student will identify the nouns in the sentence.
  - 19.08.213 The student will identify the action words.
  - 19.08.214 The student will match nouns to action words in sentences.
  - 19.08.215 The student will draw a picture to represent compound sentences.
  - 19.08.216 The student will explain in his/her own words the message his/her drawing is depicting.
- 19.08.22 After reading a compound sentence, the student will rephrase it accurately in his/her own words.
  - 19.08.221 The student will read the compound sentence silently.
  - 19.08.222 The student will identify nouns in the sentence.
  - 19.08.223 The student will identify action words in the sentence.
  - 19.08.224 The student will match nouns to action words in the sentences.
  - 19.08.225 The student will accurately rephrase the sentence in his/her own words.
  - 19.08.226 The student will rewrite the compound sentence in his/her own words.

19. EMPLOYABILITY SKILL: Reading Level

19.09 LEVEL OF PERFORMANCE: Interprets Sequences of Paragraphs

ANNUAL GOAL: At his/her level, the student will read fluently and will understand what he/she reads.

19.09.1 STIO: Given reading material to read aloud or silently to himself/herself, the student will answer questions about the material or retell the story, play, etc.

- 19.09.11 Given reading material to read aloud or silently to himself/herself, the student will answer questions about the material in simple words or one sentence.
  - 19.09.111 The student will read a short story and will name the characters of the story.
  - 19.09.112 The student will read a short story and will tell what part each character plays in a short story when given their names.
  - 19.09.113 The student will read a short story or poem and tell what the main event of it was.
  - 19.09.114 The student will read a paragraph and then circle the correct picture from a group of five pictures depicting what might have occurred.
  - 19.09.115 After reading a paragraph, the student will draw an experience picture that tells the main event of that paragraph.
  - 19.09.116 The student will answer 10 yes-no factual questions about the content of a paragraph.
- 19.09.12 Given reading material to read aloud or silently to himself/herself, the student will retell the story or idea of the material he/she has read.

19.09.121 The student will read a paragraph and explain what has taken place in that part of the story.
19.09.122 The student will read a short story or poem and retell what it is about.
19.09.123 The student will read a nursery rhyme and act out the story that it tells.
19.09.124 The student will circle the correct pictures from a related worksheet to show the correct sequence of events that took place in a story.
19.09.125 The student will number a list of five sentences in correct sequence to give the events of a paragraph.

19.09.2 STIO: When asked for specific information or given an assignment, the student will find the necessary reading material to complete the assignment successfully.

19.09.21 When asked for specific information about a topic, the student will know what reading material to go to in order to find the correct information.
19.09.211 The student will find the definitions of a group of words in a dictionary or glossary.
19.09.212 The student will find the capitals of the states of the United States in an atlas.
19.09.213 The student will find picture illustrations of an unfamiliar animal, country, group of people, etc. in an encyclopedia.
19.09.214 The student will find a map of a specific state, country, etc., in an atlas.
19.09.215 The student will find specific factual information about a story that has been read and copy it from an encyclopedia.
19.09.216 The student will find details about a current event in a newspaper article.

19.09.22 When given an assignment, the student will find the necessary reading material to complete the assignment successfully.
19.09.221 The student will complete a brief report about a fiction book found in the school library.
19.09.222 The student will find information about a certain author of a book he/she has read.
19.09.223 The student will complete a report on a specific country, person, topic, etc.
19.09.224 The student will locate a variety of poems written by one particular author.
19.09.225 The student will complete a report on an unfamiliar topic and draw pictures to illustrate various segments concerning that topic.
19.09.226 The student will give a report orally about a current event found in a newspaper or new magazine.

19. EMPLOYABILITY SKILL: Reading Level

19.10 LEVEL OF FUNCTIONING: Functional Reader

ANNUAL GOAL: The student will demonstrate a reading proficiency sufficient to perform job tasks.

19.10 STIO: At his/her given reading level, the student will read fluently and understand what he/she reads.

19.10.11 At his/her reading level, the student will choose and read a book, then give an oral report about it.

19.10.111 The student will read one page orally and give the main idea of that page in his/her own words.
19.10.112 The student will give the names of the main characters and describe each character.
19.10.113 The student will give the setting of the story, stating where and when the story took place.
19.10.114 The student will retell the plot of the story in his/her own words.
19.10.115 The student will tell about the most exciting event or the most exciting part of the story.
19.10.116 The student will tell which character he/she liked best and what he/she would have done if he/she had been that character.

19.10.12 Given some printed directions, the student will read the directions and explain the meaning in his/her own words.
19.10.121 The student will read directions on a multiple-choice worksheet and explain how to mark the answers.
19.10.122 The student will read the directions and fill in an application form for a job.
19.10.123 The student will read the directions on a recipe for soup and explain how to make it.
19.10.124 The student will read the directions for paying a telephone bill and explain what to do.
19.10.125 The student will read the directions for cleaning the stove and tell what to do.
19.10.126 The student will read the directions for marking a worksheet about a map of Ohio and and will be able to explain what to do.

19.10.2 STIO: Given informational materials, the student will read the material to obtain information or answer questions.

19.10.21 Given a newspaper, the student will read and answer questions about advertisements and want ads.
19.10.211 The student will find the grocery ads and calculate the cost of a shopping list.
19.10.212 The student will read three car sale ads, select the best buy, and give reasons to justify the choice.
19.10.213 The student will find a restaurant advertisement and give the name and location of the restaurant and the cost of the day's special meal.
19.10.214 The student will locate a baby-sitter ad and give the phone number to call and the cost per hour.
19.10.215 The student will find three want ads for suitable jobs and tell where, when, and how to apply.

19.10.216 The student will find the movie ads and/or the T.V. schedule and tell what movies can be seen on a given night.

19.10.22 Given a telephone book, the student will read the yellow pages to seek information.

19.10.221 The student will find the listing of doctors, select one for general practice, and give the number to call and the office address.

19.10.222 The student will find the listing for plumbers, select one for home service, and give the number to call and the location of the shop.

19.10.223 The student will find the listing for schools and find the number to call for a particular school.

19.10.224 The student will locate the number to call for the Mayor's office.

19.10.225 The student will locate the numbers to call for the Mental Health Building, the County Health Department, the local hospital, and the Welfare Office.

19.10.226 The student will locate the numbers to call for the police, the fire department and for emergency aid.

NOTES:

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20. EMPLOYABILITY SKILL: Math Skills

20.01 LEVEL OF PERFORMANCE: No Number Concepts

ANNUAL GOAL: **The student will count by rote from one to ten.**

20.01.1 STIO Given an exercise in counting, the students will match objects to numerals, ranging from 1 to 5.

20.01.11 The student will learn to rote count from one to five with no emphasis on concepts.
20.01.111 The student will listen to the teacher count from one to five.
20.01.112 The student will repeat numbers one at a time, following the teacher.
20.01.113 The student will say the numbers up to three with prompting.
20.01.114 The student will say the numbers up to five with prompting.
20.01.115 The student will say the numbers from one to five with no prompting.

20.01.12 The student will learn number concepts from one to five.
20.01.121 student will learn that each number has value by using marks or objects in a one-to-one matching.
20.01.122 The student will give the correct number for specific objects.
20.01.123 The student will give a number, and the teacher will hold up the objects with confirmation from the student.
20.01.124 The student will say a number, then select the correct number of objects from a set of objects with some assistance.
20.01.125 The student will select the correct number of objects to match to a given number with no assistance.

20.01.2 STIO: The student will become familiar with number concepts from six through ten.

20.01.21 The student will rote count from six to ten with no emphasis on concept.
20.01.211 The student will listen to the teacher count from six to ten.
20.01.212 The student will repeat numbers as the teacher says them.
20.01.213 The student will say 6, 7, 8, 9, 10 in groups of two or three with assistance.
20.01.214 The student will say the numbers from six to ten with assistance.
20.01.215 The student will rote count from one to ten with no prompting.

20.01.22 The student will learn number concepts from six through ten.
20.01.221 The student will listen to the teacher and then follow by saying words and using symbols corresponding numbers to marks and/or objects.
20.01.222 The student will say a number. The teacher will then hold up the correct symbol or number of objects. The student will confirm by nodding.

20.01.223 The student will say the number, and with teacher help the student will select the correct symbol and/or number of objects.
20.01.224 The student will say a number and select a correct symbol and/or correct number of objects with some assistance.
20.01.225 The student will say a number and select the correct symbol and/or correct number of objects with no assistance from the teacher.

20. EMPLOYABILITY SKILL: Math Skills

20.02 LEVEL OF PERFORMANCE: Counts by Rote

ANNUAL GOAL: The student will demonstrate understanding of terms denoting size comparison relationships (e.g., big/little; tall/short) and quantity comparison relationships (e.g., all/none; more/less).

20.02.1 STIO: Given the counting numbers, the student will be able to recognize the number of a group and/or count from one to ten.

20.02.11 Given a group of popsickle sticks, the student will count the number of sticks in the group.
20.02.111 Given a set of dominoes, the student will count the total number of dots on the outside.
20.02.112 When given a simple dot-to-dot worksheet with numbers one to ten, the student will be able to connect the dots in consecutive order.
20.02.113 Given two dice, the student, functioning with a group, will be able to count the total of a roll.
20.02.114 Given a simple gameboard and number cards, the student will move ahead the total number of spaces as requested on the cards.
20.02.115 Given a number jigsaw puzzle, the student will be able to construct the puzzle by fitting together the number combinations.

20.02.12 When given manipulative items, the student will be able to regroup the items.
20.02.121 The student will be able to count five straws from a group of ten.
20.02.122 The student will be able to make two groups of five dots in his paper.
20.02.123 When given ten marbles and oral directions to divide them into two groups of specific sizes, the student will be able to regroup the marbles.
20.02.124 After regrouping two groups of marbles, the student will be able to count to the total of ten.
20.02.125 Given any number within the one to ten range, the student will complete the sequence in logical order to ten, starting from the number given. (e.g., given 4; the student will complete the sequence - 4, 5, 6, 7, 8, 9, 10)

20.02.2 STIO: Given the counting numbers, the student will be able to count from one to one hundred.

20.02.21 The student will be able to count from 1 to 100.
20.02.211 The student will position numbers on cards from 1 to 100 by using knowledge of rote counti
20.02.212 Given a piece of paper, the student will write the numbers from 1 to 100.

20.02.213 When given a game board such as Bingo, the student will be able to recognize the numbers from 1 to 100.
20.02.214 The student will devleop the ability to count by two's by placing groups of concrete objects in groups of two.
20.02.215 When given a worksheet, the student will record the number of specific items found in the room (e.g., tables in the cafeteria, chairs in the auditorium).

20.02.22 The student will be able to count small change from one cent to one dollar.
20.02.221 The student will make individual catalogs, using magazine pictures of items they want to buy up to the amout of one dollar.
20.02.222 The student will be able to identify real money up to the amount of one dollar.
20.02.223 The students will sort coins according to demonstrations.
20.02.224 Given a matching coin worksheet, the students will be able to name the coin and give its amount.
20.02.225 The student will be able to compute the cost of his/her lunch and decide whether he/she has enough money.

20. EMPLOYABILITY SKILL: Math Skills

20.03 LEVEL OF PERFORMANCE: Size/Quantity Relationships

ANNUAL GOAL: The student will count, identify by name, and write numbers from zero through ten.

20.03.1 STIO: Given a set of number symbols, the student will identify the symbols.

20.03.11 When shown a number from one to five (on flash cards, worksheets), the student will orally identify the numeral by name with 100 percent accuracy.
20.03.111 When shown plastic numbers from one to five, the student will state the number.
20.03.112 After seeing a flash card of numbers from one to five, the student will orally identify the number.
20.03.113 The student will name the numerals from one to five as the teacher points to each on a chalkboard.
20.03.114 The student will view the numbers from one to five on a slide presentation and name each numeral appropriately.
20.03.115 The student will orally identify the numbers from one to five on the clock as the teacher points to each.

20.03.12 After hearing a number from one to five on tape or by the teacher reciting, the student will identify the corresponding written numeral with 100 percent accuracy.
20.03.121 After the teacher says a number from one to five, the student will select a flash card that represents that number.

20.03.122 Given a worksheet of numbers from one to five, the student will mark each number as the teacher directs by underlining or circling.
20.03.123 After hearing a tape directing the student to select a flash card of numbers from one to five, the student will pick up the appropriate card.
20.03.124 Using a student team, the student will call out a number from one to five while the other students circle the appropriate number on the chalkboard.
20.03.125 The student will dial a mock telephone as the teacher gives the digits from one to five.

20.03.2 STIO: Given an assignment of counting the Arabic numerals, the student will count up to and including ten.

20.03.21 When shown a number from one to ten (on flash cards, worksheets), the student will orally identify the numeral by name with 100 percent accuracy.
20.03.211 When shown and/or touching sandpaper numbers one to ten, the student will state the number.
20.03.212 After seeing a flash card of numbers from one to ten, the student will orally identify the number.
20.03.213 The student will call out numeral names from one to ten as the numbers are flashed on a screen. (Speed should be increased with practice.)
20.03.214 The student will orally identify the numbers from one to ten on the clock as the teacher points to each.
20.03.215 The student will work in a team and call out numbers presented on flash cards.

20.03.22 After hearing a number from one to ten (on tape or from teacher), the student will identify the corresponding written numeral with 100 percent accuracy.
20.03.221 After the teacher says a number from one to ten, the student will select a flash card of that number.
20.03.222 Given a worksheet of numbers from one to ten, the student will mark each number as the teacher directs (underline, circle, color in).
20.03.223 The student will dial a mock telephone as the teacher gives the digits from one to ten.
20.03.224 The student will work on a team and respond to flash cards with numbers on them.
20.03.225 The student will be able to locate page numbers in a book from one to ten.

20. EMPLOYABILITY SKILL: Math Skills

20.04 LEVEL OF PERFORMANCE: Identifies Numbers to Ten

ANNUAL GOAL: The student will count, identify by name, and write numbers from zero to one hundred.

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20.04.1 STIO: Given a series of counting numbers, the student will be able to match a set of a specific quantity of similar or dissimilar objects to each number.

- 20.04.11 Given a worksheet containing from one to five objects in groups of one to five, the student will match the number to the appropriate objects.
  - 20.04.111 The student will be shown numbers on a worksheet and given practice exercises to identify each number correctly.
  - 20.04.112 The student will be shown objects on a worksheet and given practice exercises to identify each object correctly.
  - 20.04.113 The student will match groups of objects with numbers that correspond to number of items in each group.
  - 20.04.114 The student will tally the number of objects in each category.
  - 20.04.115 The student will discuss the results with the class.

- 20.04.12 Given an egg carton with numerals in each egg cup and a container of beans, the student will place the correct number of beans in each numbered egg cup.
  - 20.04.121 The student will get egg cartons and a small sack of beans.
  - 20.04.122 The student will receive instructions on how to distribute beans by a diagram.
  - 20.04.123 The student will distribute the beans in appropriate slots in accordance to the diagram.
  - 20.04.124 The student will indicate how many objects of each dimension are in the egg carton.
  - 20.04.125 The student will indicate the completion of the task to the class and will receive an award for his/her team.

20.04.2 STIO: Given a list of numbers, the student will be able to match the numbers with the corresponding list.

- 20.04.21 Given a work exercise in the use of a worksheet in matching numbers, the student will properly use the worksheet and will be able to match beginning number samples.
  - 20.04.211 The student will listen to the directions of how to complete the worksheet.
  - 20.04.212 The student will be able to explain what is to be done.
  - 20.04.213 The student will circle all number one's on the worksheet.
  - 20.04.214 The student will tally all number one's.
  - 20.04.215 The student will continue the process by circling all the number two's, three's, etc., and running tallies with complete accuracy.

- 20.04.22 Given a calendar, the student will match the number cards to the numbers on the calendar.
  - 20.04.221 The student will receive instructions about number cards and calendars.
  - 20.04.222 The student will place one card on each of the numbers of the calendar not necessarily matching numbers.
  - 20.04.223 The student will place the appropriate number card on each number of the calendar.
  - 20.04.224 The student will correctly match cards and calendar squares under supervision.
  - 20.04.225 The student will correctly match cards and calendar squares without supervision.

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20. EMPLOYABILITY SKILL: Math Skills

20.05 LEVEL OF PERFORMANCE: Identifies Numbers to 100

ANNUAL GOAL: The student will add and subtract single-digit numbers.

20.05.1 STIO: Given addition problems with addends of less than 10, the student will correctly complete the sum of each problem.

- 20.05.11 Given ten single digit addition problems at random, the student will be able to identify both correct and incorrect answers.
  - 20.05.111 The student will be able to orally add a number plus three whose sum is less than ten.
  - 20.05.112 The student will be able to add a number plus four or five whose sum is less than ten.
  - 20.05.113 The student will be able to add two single numbers and another number whose sum is less than ten.
  - 20.05.114 The student will be able to identify correct and incorrect answers in sets of problems whose sums are not greater than six.
  - 20.05.115 The student will be able to identify correct and incorrect answers in sets of problems whose sums are not greater than nine.

- 20.05.12 Given single digit addition problems involving matching of numbers with abstract associations, the student will be able to add matched groups up to ten.
  - 20.05.121 Given a calendar, the student will be able to add holidays to ten.
  - 20.05.122 Given two months on a calendar, the student will be able to add the Mondays of the two months.
  - 20.05.123 Given the clicking or clapping of two separate persons, the student will be able to add clicks or claps up to ten.
  - 20.05.124 Given two sets of different objects, the student will be able to add any combination up to ten.
  - 20.05.125 Given three sets of different objects, the student will be able to add any three sets up to ten.

20.05.2 STIO: Given single digit subtraction problems to ten, the student will be able to solve the problem accurately.

- 20.05.21 When given single-digit subtraction problems using numbers one through nine, the student will compute the answer correctly.
  - 20.05.211 The student will compute single digit subtraction using counting sticks and chips.
  - 20.05.212 The student, using flash cards, will practice single digit subtraction facts by playing Conductor and Concentration.
  - 20.05.213 The student will count objects in the room, such as books and pencils and have some removal and recount.

20.05.214 The student will subtract one digit numbers using the Tutorgram and Language Master.
20.05.215 The student will subtract single digit numbers which involves more than one step.

20.05.22 When shown single-digit subtraction problems, using numbers one through nine, the student will orally identify those which are correct and those which are incorrect.
20.05.221 The student will practice single-digit subtraction facts, using the Digitor and the Little Professor.
20.05.222 The student will compute single-digit subtraction by playing Subtraction Checkers and Subtraction Quizzes.
20.05.223 The student will compute single-digit subtraction using a number line and a yard stick.
20.05.224 The student will compute single-digit subtraction using bowling scores and baseball scores.
20.05.225 The student will compute single-digit subtraction by using coins and using currency.

20. EMPLOYABILITY SKILL: Math Skills

20.6 LEVEL OF PERFORMANCE: Simple Addition/Subtraction Facts to Ten

ANNUAL GOAL: The student will be able to add and subtract two-place numbers without regrouping.

20.06.1 STIO: The student will add and subtract pairs with sums of 11 to 18 accurately.

20.06.11 The student will add and subtract pairs for sums of 11, 12, 13, and 14 accurately.
20.06.111 Students write number sentences for all pairs with sums of 11, 12, 13, and 14. Ex. 6 + 5 = 11; 7 + 4 = 11.
20.06.112 Students write subtraction sentences for the above pairs.
20.06.113 Students match drawings of groups of objects with the correct pairs sentence.
20.06.114 Students will use number line to demonstrate pairs for sums of 11, 12, 13 and 14. Also subtract these pairs on the number line.
20.06.115 Students will match dominoes to the number sentences for pairs with sums of 11, 12, 13 and 14.

20.06.12 The student will add and subtract pairs for sums of 15, 16, 17 and 18 accurately.
20.06.121 The student will write number sentences both horizontally and vertically for each number pair with a sum of 15, 16, 17 and 18.
20.06.122 Student writes the subtraction sentences for above pairs.
20.06.123 Student adds sums on "Merry-go-Round" by riding Horse No. 9 and adding 9 to each number on the circle.
20.06.124 Student goes down Fireman's ladder by subtracting hat no. 8 from each number on each rung.
20.06.125 Student draws picture for illustration of each pair for 15, 16, 17 and 18.

20.06.2 STIO: The student will add and subtract tens and numbers larger than ten with sums less than 100.

(Examples)

20.06.21 The student will add and subtract tens to a sum of 100 or less accurately.

20.06.211 The student writes the addition and subtraction sentences with tens, both horizontally and vertically.

⇨ $$\begin{array}{r} 20 \\ +30 \\ \hline 50 \end{array} \qquad 20+30=50$$

20.06.212 The student identifies zero as a place holder with no numerical value.

⇨ $0+0=0;\ 0-0=0$

20.06.213 The student will solve addition and subtraction problems of dollars in tens amounts.

⇨ $$\begin{array}{r} \$80.00 \\ -\ 30.00 \\ \hline \$50.00 \end{array}$$

20.06.214 The student will solve story problems as dictated by the teacher. (ex. 10 apples, 20 oranges and 30 pears equal how many fruits?)

20.06.215 The student will solve problems of adding and subtracting tens by making and using a tens "square" chart with sums to 100.

20.06.22 The student will add and subtract numbers larger than 10 without regrouping, having sums to 99.

20.06.221 The student will add a ten to a number less than ten.

⇨ $10 + 9 = 19$

20.06.222 The student will add a number for a group of tens to a number smaller than 10.

⇨ $$\begin{array}{r} 70 \\ +\ 8 \\ \hline 78 \end{array}$$

20.06.223 The student will identify and name the ones column and the tens column in a 2 digit number.

20.06.224 The student adds two or three numbers, each larger than ten, by adding the tens column.

⇨ $$\begin{array}{r} 42 \\ +26 \\ \hline 68 \end{array}$$

20.06.225 The student solves a page of 2 digit subtraction first and then subtracting the tens column.

⇨ $$\begin{array}{r} 86 \\ -31 \\ \hline 55 \end{array}$$

EMPLOYABILITY CURRICULUM

20.07 LEVEL OF PERFORMANCE: Simple Two-Place Addition/Subtraction

ANNUAL GOAL: The student will be able to add and subtract two-place numbers with regrouping.

20.07.1 STIO: The student will regroup in adding or subtracting two place numbers by using manipulative counters for tens and ones.

20.07.11 The student will add two place numbers by re-writing the problem in totals of tens and ones, using counters.

20.07.111 The student adds the ones and counts out that number of ones counters, placing them beside problem.

20.07.112 The student changes the total of ones counters into correct number of tens and ones counters. ⇨

29
+37
16 ones = 1 ten + 6 ones

20.07.113 The student adds the tens column and places the correct number of tens counters beside problem ⇨

29
+37
5 tens

20.07.114 The student then adds the totals of the tens counters and the ones counters. ⇨

5 tens
1 ten + 6 ones
6 tens + 6 ones = 66

20.07.115 The student writes the correct answer under the problem, using the counters to prove it.

20.07.12 The student will subtract two place numbers by re-writing the problem in tens and ones, shifting the counters as needed.

20.07.121 The student recognizes the need to have more ones in order to be able to subtract. ⇨

83
-27

20.07.122 The student places the correct number of tens counters and ones counters beside the problem.

20.07.123 The student shifts one ten in the minuend into the ones column by changing it back into ten ones

20.07.124 The student rewrites the problem to match the counters. ⇨

7 tens + 13 ones
-2 tens + 7 ones
5 tens + 6 ones

20.07.125 The student writes the correct answer under the problem, using the counters to prove it.

EMPLOYABILITY CURRICULUM

20.07.2 STIO: The student will regroup in adding or subtracting two place numbers without the use of manipulative counters for tens and ones.

20.07.21 The student will add two place numbers by mentally carrying ten ones to the tens column when needed.

20.07.211 When adding more than 9 ones in the ones column, the student will mentally change the sum into tens and ones.

20.07.212 The student will write the ones in the ones column and carry the ten to the tens column.

$$\begin{array}{r} 68 \\ +19 \\ \hline 17 \text{ ones} = \\ 1 \text{ ten} + 7 \text{ ones} \end{array}$$

20.07.213 The student will mark the carried 10 in the tens column and then add the tens.

$$\begin{array}{r} 1 \\ 68 \\ +19 \\ \hline 87 \end{array}$$

20.07.214 The student will add 3 or more two place numbers, carrying tens to the tens column.

20.07.215 The student will mentally carry tens to the tens column when adding without making marks or writing in extra numbers.

$$\begin{array}{r} 2 \\ 36 \\ 28 \\ +17 \\ \hline 81 \end{array}$$

20.07.22 The student will subract two place numbers by mentally changing a ten back into ten ones, as needed.

20.07.221 The student recognizes the need to "borrow" a ten and states what must be done in order to subtract.

20.07.222 The student marks the tens column in the minuend one less and adds the ten ones to the ones column.

$$\begin{array}{r} 5\;11 \\ \cancel{61} \\ -28 \\ \hline 33 \end{array}$$

20.07.223 The student then subtracts the subtrahend and writes the difference as the answer.

20.07.224 The student checks the problem by adding the subtrahend and the difference to get the minuend

$$\begin{array}{r} 1 \\ 28 \\ +33 \\ \hline 61 \text{ check} \end{array}$$

20.07.225 The student can subtract two place numbers, accurately without making marks to show the regrouping.

20. EMPLOYABILITY SKILL: Math Skills

20.08 LEVEL OF PERFORMANCE: Regrouping

ANNUAL GOAL: The student will perform multiplication with a one-digit multiplier and division with a one-digit divisor.

20.08.1 STIO: When given a sheet of simple multiplication problems, the student will compute the answers.

- 20.08.11 When shown flash cards containing multiplication facts and given a pencil and paper, the student will write the correct answer for each flash card.
  - 20.08.111 When shown flash cards (1 and 2 times-tables), the student will write the answers on his/her paper.
  - 20.08.112 When shown flash cards (3 and 6 times-tables), the student will write the answers on his/her paper.
  - 20.08.113 When shown flash cards (5 and 6 times-tables), the student will write the answers on his/her paper.
  - 20.08.114 When shown flash cards (7 and 8 times-tables), the student will write the answers on his/her paper.
  - 20.08.115 When shown flash cards (9 and 10 times-tables), the student will write the answers on his/her paper.

- 20.08.12 After learning simple multiplication facts, the student will compute basic multiplication problems on a given worksheet.
  - 20.08.121 Given a worksheet of 20 multiplication problems (1 and 2 times-tables), the student will correctly work the problems.
  - 20.08.122 Given a worksheet of 20 multiplication problems (3 and 4 times-tables), the student will correctly work the problems.
  - 20.08.123 Given a worksheet of 20 multiplication problems (5 and 6 times-tables), the student will correctly work the problems.
  - 20.08.124 Given a worksheet of 20 multiplication problems (7 and 8 times-tables), the student will correctly work the problems.
  - 20.08.125 Given a worksheet of 20 multiplication problems (9 and 10 times-tables), the student will correctly work the problems.

20.08.2 STIO: When given a sheet of simple division problems, the student will compute the answer.

- 20.08.21 When shown flash cards containing division facts and given a pencil and paper, the student will write the correct answers for each flash card on the paper.
  - 20.08.211 When shown flash cards with 1 or 2 as the divisor, the student will write the answers on his/her paper.
  - 20.08.212 When shown flash cards with 3 or 4 as the divisor, the student will write the answers on his/her paper.

20.08.213 When shown flash cards with 5 or 6 as the divisor, the student will write the answers on his/her paper.
20.08.214 When shown flash cards with 7 or 8 as the divisor, the student will write the answers on his/her paper.
20.08.215 When shown flash cards with 9 or 10 as the divisor, the student will write the answers on his/her paper.

20.08.22 After having learned the basic division facts, the student will be able to compute with basic division facts.
20.08.221 Given a worksheet of 20 division problems with 1 or 2 as the divisor, the student will correctly work the problems.
20.08.222 Given a worksheet of 20 division problems with 3 or 4 as the divisor, the student will correctly work the problems.
20.08.223 Given a worksheet of 20 division problems with 5 or 6 as the divisor, the student will correctly work the problems.
20.08.224 Given a worksheet of 20 division problems with 7 or 8 as the divisor, the student will correctly work the problems.
20.08.225 Given a worksheet of 20 division problems with 9 or 10 as the divisor, the student will correctly work the problems.

20. EMPLOYABILITY SKILL: Math Skills

20.09 LEVEL OF PERFORMANCE: Multiplication/Division

ANNUAL GOAL: The student will know the value of money, will keep a checkbook, will know how much change he/she should receive when making small purchases.

20.09.1 STIO: Given an actual job situation requiring the counting and addition of groups of objects, the student will be able to compute the correct answers.

20.09.11 Given the job of copy machine operator helper, the student will demonstrate the ability to correctly set the machine.
20.09.111 The student will determine the number of copies to be made.
20.09.112 The student will turn the machine to zero.
20.09.113 The student will set the number in the ten's column.
20.09.114 The student will set the number in the primary column.
20.09.115 The student will check the machine for correct setting.

20.09.12 Given the job of copy machine operator's helper, the student will demonstrate the ability to correctly count printed copies, assemble, and staple printed copies, and put printed copies into cartons.
20.09.121 The student will arrange printed copies in groups.
20.09.122 The student will count the number of copies needed in each group.

20.09.123 The student will assemble the groups.
20.09.124 The student will separate the copies by groups when assembling and stapling copies.
20.09.125 The student will count correct number of copies when putting materials into cartons.

20.09.2 STIO: Given some basic community jobs, the student will be able to apply math concepts to the jobs.

20.09.21 Given a job as sales representative of a cosmetic product, the student will demonstrate the ability to function mathematically as needed for his/her employability.
20.09.211 The student will be able to devise a schedule adequate to serve his/her assigned geographical area.
20.09.212 The student will be able to describe the savings obtained by the customer when purchasing sale items.
20.09.213 The student will be able to complete sales orders by adding all items together.
20.09.214 The student will be able to compute sales tax on total sales and add the tax to the total sales.
20.09.215 The student will be able to turn in all orders, conduct transactions for deliveries and collections, making correct change when applicable.

20.09.22 Given a job as mason's helper, the student will demonstrate the ability to function mathematically as needed for his/her employability.
20.09.221 When leveling the earth for pouring, the student will be able to tie the string across the work area at the proper height, making sure the measurements are consistent.
20.09.222 The student will be able to build forms by accurately measuring lengths to specifications.
20.09.223 The student will consistently saw boards to previously measured lengths.
20.09.224 The student will be able to accurately measure any mortar to put into the bin.
20.09.225 The student will be able to measure the right amount of water for the mixture.

20. EMPLOYABILITY SKILL: Math Skills

20.10 LEVEL OF PERFORNANCE: Functional Computation

ANNUAL GOAL: The student will learn and develop math skills needed for his/her employability.

20.10.1 STIO: Given a simulated or actual work situation involving money exchange, the student will be able to perform all the basic steps required to properly compute and accurately engage in transactions.

20.10.11 Given a job as parking lot attendant, the student will demonstrate the ability to disperse and collect tickets, count money, and give change with 100 percent accuracy.
20.10.111 The student will be able to arrange the tickets gathered in a numerical order.
20.10.112 The student will be able to join the two halves of the tickets collected so that the two sets of numbers are matched.

20.10.113 The student will be able to determine the amount of time a vehicle was parked by checking the marking on the ticket.
20.10.114 The student will be able to apply parking rates to lasped time to determine the amount of money due.
20.10.115 The student will be able to ask for and receive from the driver the amount of money due and give the correct change when applicable.

20.10.12 Given the job of arranging daily television service for hospital patients, the student will carry out the required duties with 100 percent mathematical accuracy.
20.10.121 The student will visit daily the assigned hospital room numbers and inquire if the television services are required.
20.10.122 The student will collect the daily service fee from those patients requiring services.
20.10.123 The student will write individual receipts for television service.
20.10.124 The student will give the correct change when applicable.
20.10.125 The student will turn in the receipt book and collected money when all assigned room numbers have been visited and match the cash money with the written receipts.

20.10.2 STIO: Given a specific job situation involving math skills, the student will be able to count and compute as the job demands.

20.10.21 Given the job of cafeteria supply room helper, the student will demonstrate the ability to check in and sort materials and supplies.
20.10.211 The student will sort pieces recieved for checking, according to the kind of item.
20.10.212 The student will sort supplies according to weight.
20.10.213 The student will sort supplies according to dates, by putting newer dated supplies on back shelves.
20.10.214 The student will sort supplies according to areas required for storage, such as dry storage/refrigerated storage.
20.10.215 The student will set an ink stamp with current date and stamp supplies before storing away.

20.10.22 Given the job of cafeteria supply room helper, the student will demonstrate ability to count materials and stock.
20.10.221 The student will be able to count materials orally.
20.10.222 The student will be able to count and record the amounts of supplies and materials.
20.10.223 The student will be able to match his/her own count with the amount on the invoice.
20.10.224 The student will be able to add/subtract a series of numbers involving regrouping.
20.10.225 The student will be able to keep track of supplies and materials by using tally marks.

21. EMPLOYABILITY SKILL: Writing Skills

21.01 LEVEL OF PERFORMANCE: Non-writer

ANNUAL GOAL: The student will hold a pencil, scribble on paper, make marks that may occasionally resemble letters, but what will be generally unrecognizable.

21.01.1 STIO: Given a communication lesson in writing, the student will demonstrate good eye-hand coordination skills essential to writing, using both large and small muscles.

- 21.01.11 Given a simulated writing situation, the student will draw large circles in the air, using full arm movement.
  - 21.01.111 On command, the student will imitate making large circles in the air with full arm movements with assistance.
  - 21.01.112 The student will make circles in the air with full arm movements and a little assistance.
  - 21.01.113 The student will make small circles in the air with no help.
  - 21.01.114 The student will make large circles in the air with full arm movements and no assistance.
  - 21.01.115 The student will make large and small circles in the air with full arm movements and no assistance.
- 21.01.12 Given a simulation lesson, the student will perform push-pull strokes imitating an adult.
  - 21.01.121 The student will perform push-pull strokes in the air, imitating an adult, with assistance.
  - 21.01.122 The student will perform push-pull strokes in the air, imitating an adult, with little assistance.
  - 21.01.123 The student will perform push-pull strokes in a corn meal pan with assistance.
  - 21.01.124 The student will perform push-pull strokes in sand with assistance.
  - 21.01.125 The student will perform push-pull strokes on a chalkboard with fingers, imitating an adult, without assistance.

21.01.2 STIO: Given paper and pencil, the student will draw vertical and horizontal lines and circles within a given space with 75 percent accuracy.

- 21.01.21 Given a paper with pre-drawn lines and circles, the student will trace over them without going off the line with 75 percent accuracy.
  - 21.01.211 The student will trace over pre-drawn short lines.
  - 21.01.212 The student will trace over pre-drawn broken lines.
  - 21.01.213 The student will trace over pre-drawn broken lines forming a circle.
  - 21.01.214 The student will trace over pre-drawn circles without going out of the lines, with at least 75 percent accuracy.
  - 21.01.215 The student will trace over pre-drawn lines with 75 percent accuracy.

21.01.22 Given a worksheet with one example of each stroke, the student will complete each line by reproducing the sample strokes at least five times with 75 percent accuracy.

- 21.01.221 The student will complete each line on a worksheet by reproducing the sample strokes of vertical lines at least five times with 80 percent accuracy.
- 21.01.222 The student will complete each line on a worksheet by reproducing the sample strokes of horizontal lines at least five times with 80 percent accuracy.
- 21.01.223 The student will reproduce on a worksheet the sample strokes of slanted lines at least five times with 80 percent accuracy.
- 21.01.224 The student will reproduce on a worksheet the sample strokes of large circles at least five times with 80 percent accuracy.
- 21.01.225 The student will complete each of the worksheet lines by reproducing the sample strokes of small circles at least five times with 80 percent accuracy.

21. EMPLOYABILITY SKILL: Writing Skills

21.02 LEVEL OF PERFORMANCE: Illegible

ANNUAL GOAL: The student will hold his/her pen, pencil, and paper in an acceptable manner and form letters of the alphabet, even though the letters may not be consistent in size and shape.

21.02.1 STIO: Given a writing implement, the student will hold it correctly between the fingers and reproduce patterns.

21.02.11 Given writing materials, the student will make marks with a pencil or crayon held in his/her fist.

- 21.02.111 The student will grasp and release objects using the whole hand, (such as rubber ball blocks, modeling clay, etc.).
- 21.02.112 The student will pick up and release small objects with the thumb and forefinger (such as a ruler, Lincoln Log, spoon, clothespin, etc.).
- 21.02.113 The student will hold crayon in fist and mark on surfaces (such as newspaper roll on floor, plastic covers, formica-type table top, and construction paper).
- 21.02.114 The student will scribble and draw lines/shapes with a crayon held in fist on newspaper, plastic covers, formica table tops, and construction paper.
- 21.02.115 The student will hold pencil or crayon properly with thumb and index finger, ready to draw and/or color pictures.

21.02.12 Given simple patterns, the student will reproduce the same pattern on similar backgrounds, developing eye-hand coordination.

- 21.02.121 The student will trace circles in the air, following teacher example, using full arm movement, including both left and right, forward and backward.
- 21.02.122 The student will reach into a grab bag to find specific shapes (such as a star, triangle, circle, square, diamond, rectangle, etc.) and trace these shapes on a desk top with his/her fingers.
- 21.02.123 Given a pegboard design (such as a square, rectangle, circle, etc.), the student will reproduce the design on another identical pegboard.

21.02.124 The student will trace with fingers or a stylus around templates of geometric forms in a malt-o-meal pan, sand tray, or modeling clay tray.

21.02.125 The student will draw circles on the chalkboard, using chalk or water and paint brushes, with full arm movement and using the dominant hand.

21.02.2 STIO: Given a paper and pencil, the student will be able to trace over examples of letters and short words with perfect accuracy.

21.02.21 Given a worksheet of letters written in a dotted fashion, the student will connect the dots with circles or lines to complete each dotted form into an actual letter.

21.02.211 The student will draw vertical lines with fingers/chalk, imitating an adult, in the air, in sand, in clay, on a chalkboard, and on paper.

21.02.212 The student will draw horizontal lines with fingers/chalk, imitating an adult, in the air, in sand, in clay, on a chalkboard, and on paper.

21.02.213 The student will demonstrate push-pull strokes with chalk/stylus/pencil, using full arm movements and imitating an adult, in the air, in sand, in clay, on chalkboard, and on paper.

21.02.214 Given two dots on a chalkboard nine inches apart, the student will connect the dots in a straight vertical and/or horizontal line, using chalk.

21.02.215 Given a manuscript letter-form made of dots on paper, the student will connect the dots using crayons/pencil to form the letter.

21.02.22 Given a worksheet of manuscript letters, written in dotted fashion, the student will connect the dots with pencil lines to form an actual word.

21.02.221 The student will trace around wooden or plastic, manuscript letter-forms, using a pencil.

21.02.222 The student will connect dotted, manuscript letter-forms in sand/clay tray, using a pencil, to form simple two-letter words (such as up, it, in, etc.).

21.02.223 The student will connect dotted, manuscript letter-forms on the chalkboard, using chalk, to form simple three-letter words (such as you, mom, dad, etc.).

21.02.224 The student will connect dotted, manuscript letter-forms on paper, using pencil, to form simple three-letter words, as above.

21.02.225 The student will connect dotted, manuscript letter-forms on paper, using pencil, to form student's first name.

21. EMPLOYABILITY SKILL: Writing Skills

21.03 LEVEL OF PERFORMANCE: Manuscript Alphabet

ANNUAL GOAL: The student will consistently form letters correctly, but may mix upper and lower case letters. Though consistent in size, the letters will be very large and unevenly spaced.

21.03.1 STIO: Given practice writing paper, the student will be able to copy all upper and lower-case letters.

- 21.03.11 Given practice writing paper and a pencil, the student will name and copy all lower-case letters with minimal teacher assistance.
  - 21.03.111 The student will, with teacher assistance, name, trace, and write the lower-case letters a through e, five times each.
  - 21.03.112 The student will, with teacher assistance, name, trace, and write the lower-case letters f through j, five times each.
  - 21.03.113 The student will, with teacher assistance, name, trace, and write the lower-case letters k through o, five times each.
  - 21.03.114 The student will, with teacher assistance, name, trace, and write the lower-case letters p through t, five times each.
  - 21.03.115 The student will, with teacher assistance, name, trace, and write the lower-case letters u through z, five times each.
- 21.03.12 Given practice writing paper and a pencil, the student will name and copy all upper-case letters with minimal teacher assistance.
  - 21.03.121 The student will, with teacher assistance, name, trace, and write the upper-case letters A through E, five times each.
  - 21.03.122 The student will, with teacher assistance, name, trace, and write the upper-case letters F through J, five times each.
  - 21.03.123 The student will, with teacher assistance, name, trace, and write the upper-case letters K through O, five times each.
  - 21.03.124 The student will, with teacher assistance, name, trace, and write the upper-case letters P through T, five times each.
  - 21.03.125 The student will, with teacher assistance, name, trace, and write the upper-case letters of U through Z, five times each.

21.03.2 STIO: Given practice writing paper and a pencil, the student will be able to differentiate between and print all upper and lower-case letters.

- 21.03.21 Given practice writing paper and a pencil, the student will name and write all lower-case letters upon command.
  - 21.03.211 The student will, with teacher assistance, name, trace, and write the lower-case letters a through m, three times each.
  - 21.03.212 The student will, with teacher assistance, name, trace, and write the lower-case letters n through z, three times each.
  - 21.03.213 The student, upon command, will be able to name and write the lower-case letters a through m without copying.
  - 21.03.214 The student will, upon command, be able to name and write the lower-case letters n through z without copying.
  - 21.03.215 The student, upon command, will be able to name and write any lower-case letter without copying.

21.03.22 Given practice writing paper and a pencil, the student will name and write all upper-case letters upon command.
  - 21.03.221 The student will, with teacher assistance, name, trace, and write the upper-case letters A through M, three times each.
  - 21.03.222 The student will, with teacher assistance, name, trace, and write the upper-case letters N through Z, three times each.
  - 21.03.223 The student will, upon command, be able to name and write the upper-case letters A through M without copying.
  - 21.03.224 The student will, upon command, be able to name and write the upper-case letters N through Z without copying.
  - 21.03.225 The student will, upon command, be able to name and write any upper-case letter without copying.

21. EMPLOYABILITY SKILL: Writing Skills

21.04 LEVEL OF PERFORMANCE: Makes Letters Correctly

ANNUAL GOAL: The student will write short words, but will mix upper and lower case letters. He/she will not run the words together and the words will be read with little difficulty.

21.04.1 STIO: Given the names of alphabet letters, the student will write upper- and lower-case manuscript forms in a legible manner, without models.

21.04.11 Given names of alphabet letters by dictation, the student will write legibly the manuscript forms, upper- and lower-case letters, without models.
  - 21.04.111 On a worksheet of gray manuscript letters with a row of each letter, the student will trace the letters, saying the name of each letter as he/she traces it.
  - 21.04.112 While tracing practice letter forms on a worksheet, the student will name the strokes, working in left-to-right progression (e.g., circle, stick down, stick down, circle, etc.).
  - 21.04.113 On a worksheet of gray, partially completed letters, the student will trace and complete each letter form, reciting the strokes in left-to-right progression and correctly naming each letter (e.g., stick down, over down, over down).
  - 21.04.114 On a worksheet with dots where letters should be started, the student will write rows of letters as dictated, reciting strokes and letter names (e.g., stick slant, stick slant, stick across, capital A).
  - 21.04.115 On worksheet with correctly spaced lines, the student will write letters in lower-case manuscript form as dictated (e.g., c, f, o, w, e, etc.).
  - 21.04.116 On a worksheet with correctly spaced lines, the student will write capital manuscript letters as dictated in random order.

21.04.12 Given samples of upper-case manuscript letters, the student will correctly write the matching lower-case manuscript letters, and vice versa.

21.04.121 The student will write the matching lower-case manuscript letters for five to ten capital manuscript letters on the chalkboard.

21.04.122 The student will write the matching capital manuscript letters for five to ten lower-case manuscript letters on the chalkboard.

21.04.123 The student will write the matching lower-case manuscript letters in correct form and size for capital manuscript letters on a worksheet.

21.04.124 The student will write the matching capital manuscript letters in correct form and size for the lower-case manuscript letters on a worksheet.

21.04.125 The student will write accurately the matching letter-form for each capital or lower-case manuscript letter on a worksheet.

21.04.126 The student will name the letter shown on flashcards and write both lower- and upper-case manuscript forms on his/her paper.

21.04.2 STIO: When asked to write the alphabet in manuscript letters, the student will write in upper and/or lower case all 26 letters in correct sequence from memory.

21.04.21 Given five to ten letters of the alphabet orally, the student will correctly write, in manuscript form, both upper- and lower-case letters for each letter named.

21.04.211 When given an alphabet letter, the student will name the five letters that follow it in alphabetical order and write them in lower-case manuscript forms.

21.04.212 When given an alphabet letter, the student will write the next five capital manuscript letters in alphabetical order.

21.04.213 When given an alphabet letter, the student will write both the lower- and upper-case manuscript letters for the next five letters in alphabetical order.

21.04.214 When given the name of a letter in dictation, the student will write, in lower-case forms, the letter before, the letter named, and the letter that follows in alphabetical order.

21.04.215 When given the name of a letter orally, the student will write in manuscript capitals, the preceding letter, the letter named and the following letter. (e.g., letter G is dictated and the student writes F, G, H.)

21.04.216 When given a letter orally, the student will write the three preceding letters, the given letter, and the three following letters in upper- and lower-case manuscript forms.

21.04.22 Given the 26 lower-case manuscript letters in correct sequence, the student will correctly write the capital manuscript letters in proper sequence; and when given capital letters, the student will write the 26 lower-case letters.

21.04.221 The students will divide up into two teams and write, at the chalkboard, the upper-case and lower-case manuscript letters as a relay race, each student writing only one letter in correct sequence from A to Z.

21.04.222 The student will, when given the 26 lower- and upper-case manuscript letters in random order in columns, draw lines to match the upper- and lower-case forms for each given letter.

21.04.223 When given the 26 lower-case manuscript letters in random order, the student will number them 1 to 26 in correct alphabetical order.

21.04.224 When given the 26 manuscript capitals in random order on a worksheet, the student will number them from 1 to 26 in alphabetical order.

21.04.225 When asked to write the alphabet in capital manuscript letters, the student will do so with correct form, size, spacing, and alignment.

21.04.226 When asked to write the alphabet in lower-case manuscript letters, the student will do so with correct form, size, spacing and alignment.

21. EMPLOYABILITY SKILL: Writing Skills

21.05 LEVEL OF PERFORMANCE: Manuscript Words

ANNUAL GOAL: The student will correctly copy cursive letters from a sample.

21.05.1 STIO: The student will duplicate a list of single words on paper in legible manuscript form each word with little or no assistance from the teacher.

21.05.11 Given a word in manuscript form, the student will write the manuscript letters legibly with proper spacing and alignment to form the word accurately.

21.05.111 Given a two-letter word reproduced in light gray manuscript form on a worksheet, the student will trace the word, naming each letter and pronouncing the word (e.g., me, he, be, we).

21.05.112 Given a two-letter word on the chalkboard in manuscript form, the student will reproduce the word on paper, naming each letter and pronouncing the word.

21.05.113 Given a three-letter word reproduced in light gray manuscript form on a worksheet, the student will trace the word, naming each letter and pronouncing the word (e.g., see, eat, she).

21.05.114 Given a three-letter word on a flashcard, the student will reproduce the word in legible manuscript writing on paper, naming each letter and pronouncing the word.

21.05.115 Given a four-letter word on chart paper, the student will reproduce the word accurately in manuscript writing on him/her own paper, naming each letter and pronouncing the word (e.g., meat, read.)

21.05.116 The student will trace and write his/her name in accurate, legible manuscript writing, naming each letter and pronouncing the word.

21.05.12 Given a shopping list of five to ten items in manuscript form, the student will accurately reproduce the list in legible, manuscript writing, with correct spacing, alignment, and size.

21.05.121 Given a worksheet of simple pictures with printed words in a word box, the student will select and write the correct word beside each picture.

21.05.122 Given a worksheet of short words with some letters missing, the student will complete each word correctly.

21.05.123 Given small, individual, manuscript letter cards, the student will arrange the letters together to form words, reproducing a list of three to five words on the chalkboard.

21.05.124 Given a worksheet with a list of three to five words in manuscript writings, the student will trace each word, spelling and reading each word as he/she writes the word four more times.

21.05.125 Given a list of five or more words, the student will practice writing them on the chalkboard until letter forms, size, spacing, and alignment are correct and legible.

21.05.126 Given a list of five or more words, the student will reproduce the list on paper in legible manuscript writing.

21.05.2 STIO: Given simple sentences to write, the student will copy them on paper in legible manuscript writing with little or no assistance from the teacher.

21.05.21 Given a sample of a short sentence written in lower-case manuscript letters only, the student will rewrite the sentence, using capital manuscript letters and punctuation marks where needed.

21.05.211 Given a simple sentence in manuscript form on the chalkboard, the student will reproduce it on the chalkboard,using capital letters and punctuation marks (period) correctly.

21.05.212 Given a simple sentence (e.g., See me eat.) in manuscript form on a chalkboard or chart, the student will reproduce it on his/her desk top, using individual letter cards with spacing between words.

21.05.213 Given a worksheet with simple sentences in which words have missing letters, the student will write in the missing manuscript letters.

21.05.214 Given a worksheet with simple sentences, each missing a key word, the student will select the correct word for each from a word box and write it in the blank.

21.05.215 Given a worksheet of two columns, one of sentence beginnings and the other of ending phrases, the student will draw lines to match appropriate beginnings and endings to form correct sentences.

21.05.216 Given an "asking sentence" on the chalkboard, the student will write the sentence in manuscript form, starting with a capital letter and ending with a question mark. (e.g., is lee here -- Is Lee here?)

21.05.22 Given a simple story or short paragraph, the student will copy it accurately in legible manuscript writing on paper.

21.05.221 Given today's date, written in manuscript on the board, the student will copy it legibly and accurately as part of the heading on his/her paper along with his/her name.

21.05.222 Given a simple four-line experience story in manuscript writing on the chalkboard, the student will copy it accurately in legible manuscript writing on paper.

21.05.223 Given a four-line poem written in manuscript on chart paper, the student will copy it accurately in legible manuscript writing on paper.

21.05.224 Given a sample of short sentences written in lower-case manuscript letters only, the student will rewrite the sentences on paper, using capital letters where needed.

21.05.225 Given a short invitation to a party in manuscript form, the student will copy it neatly and legibly on paper.

21.05.226 Given an announcement on the chalkboard in manuscript writing, the student will reproduce it to take home to his/her parents.

21. EMPLOYABILITY SKILL: Writing Skills

21.06 LEVEL OF PERFORMANCE: Copy Cursive

ANNUAL GOAL: The student will reproduce cursive letters from memory without seeing a sample.

21.06.1 STIO: Given a model, the student will, with assistance, correctly copy upper-case cursive letters.

21.06.11 Given samples of upper-case letters from A to M, the student will copy cursive letter patterns with assistance.

21.06.111 With sample plastic models and a pencil, the student will finger copy upper-case letters from A to M with assistance.

21.06.112 Using tracing paper over sample letters, the student will trace cursive upper-case letters A to M with assistance.

21.06.113 Using worksheets with cursive upper-case letters from A to M on the page, the student will copy the letters, filling up the page with assistance.

21.06.114 The student will copy from the chalkboard the cursive letters from A to M, filling up the page with assistance.

21.06.115 Given cursive letter samples on the chalkboard from A to M, the student will copy each letter five times with assistance.

21.06.116 The student will paste bright yarn in continuous flow over sample letter cards for tactile reinforcement.

21.06.12 Given sample letters of N to Z, the student with assistance will copy cursive upper-case letter patterns.

21.06.121 With sample plastic models of cursive letters from N to Z, the student, with assistance, will copy the letters with a pencil.

21.06.122 Using tracing paper to trace over sample cursive letters from N to Z, the student will complete the exercise with assistance.

21.06.123 Given a chalkboard activity to copy cursive letters from N to Z from a model, the student will do so with assistance.

21.06.124 Given a worksheet with sample cursive letters from N to Z, the student will copy the letters with assistance.

21.06.125 On lined paper with cursive letter samples from N to Z, the student will copy each letter five times with assistance.

21.06.126 The student will trace over a letter form on a card with Elmer's glue. When dry, he/she will place paper over it for a crayoning pattern.

21.06.2 STIO: Given a model and no assistance, the student will correctly copy cursive letters.

21.06.21 Given sample models of lower-case letters from a to m, the student will copy these patterns independently.

21.06.211 With a box of sample cursive letters from a to m, the student will finger trace over the letters independently.

21.06.212 With tracing paper and a pencil, the student will trace cursive letters from a to m independently.

21.06.213 On a piece of lined paper, the student will copy sample cursive letters from a to m from the chalkboard.

21.06.214 On a writing board with a special pen, the student will write cursive letters from a to m independently, using models.

21.06.215 Given a sample of cursive letters from a to m, the student will copy each letter three times on paper.

21.06.216 The student will finger trace over sand paper letters for tactile reinforcement.

21.06.22 Given sample models of lower-case letters from n to z, the student will copy cursive upper- and lower-case letters independently.

21.06.221 Given a box of sample letters from n to z, the student will finger trace over the letters independently, both upper- and lower-case letters.

21.06.222 With tracing paper and pencil, the student will trace cursive letters from n to z independently, both upper- and lower-case letters.

21.06.223 On a piece of lined paper, the student will copy sample cursive upper- and lower-case letters, using models of letters from n to z, from the chalkboard independently

21.06.224 Using a writing board and special pen, the student will write cursive upper- and lower-case letters, using models of letters from n to z, and work independently.

21.06.225 Given a sample of cursive upper- and lower-case letters from n to z, the student will copy each letter three times on paper.

21.06.226 The student will put red plastic parts of cursive letters together as puzzles and trace the letters being formed.

21. EMPLOYABILITY SKILL: Writing Skills

21.07 LEVEL OF PERFORMANCE: Cursive Independent

ANNUAL GOAL: The student will know the correct connective strokes to join one cursive letter to another.

21.07.1 STIO: When asked, the student will be able to produce cursive letters from memory.

21.07.11 When dictated by the teacher, the student will correctly write the cursive letters with 75 percent accuracy.

21.07.111 The student will write in the air the cursive letters dictated, naming strokes as he/she writes.

21.07.112 The student will practice dictated cursive letters at the chalkboard with colored chalk.

21.07.113 The student will practice finger writing of cursive letters in a malt-o-meal tray from dictation.

21.07.114 The student will practice in clay tray, using wooden stylus to write dictated cursive letters.

21.07.115 The students will, in teams, race to the chalkboard and write from memory a cursive letter.

21.07.116 The student will write, on lined paper with pencil, the dictated cursive letters.

21.07.12 Given a list of printed manuscript letters, the student will copy them in cursive writing without assistance.

21.07.121 With cards of manuscript letters being held up, the student will read and write on paper the matching cursive letter.

21.07.122 The student will write the matching cursive letters on the chalkboard for the manuscript letters the teacher already has written on the chalkboard.

21.07.123 Given a manuscript letter Bingo-type game, the student will place the correct corresponding cursive letter on the card as the teacher names the letters.

21.07.124 The student will write cursive letters as a part of a relay race with the letters matching the manuscript letters.

21.07.125 The student will practice, with fingers on the desk top, writing the cursive letters to match a list of manuscript letters.

21.07.126 Given a worksheet of manuscript letters, the student will write the matching cursive letter beside each manuscript letter.

21.07.2 STIO: When asked to write the alphabet in cursive letters, the student will write both upper- and lower-case letters in correct sequence independently.

21.07.21 When asked to write the alphabet in cursive letters, the student will do so in lower-case forms in correct sequence.

21.07.211 The student will write cursive letters a to e, then f to j, then k to o, then p to t, then u to z, when asked to write five letters in order from a given letter.

21.07.212 Given a letter name, the student will write the three cursive letters before and the three cursive letters that follow the letter.

21.07.213 The student will sing the alphabet song as students at the chalkboard write the lower-case cursive letters from a to z.

21.07.214 The student will arrange lower-case manuscript letter cards in correct alphabetical order and then write the matching lower-case cursive forms.

21.07.215 Given a worksheet with lower-case cursive letters not in correct alphabetical sequence, the student will write them in correct sequence.

21.07.216 When asked to write the 26 lower-case cursive letters in alphabetical order, the student will do so with 75 percent accuracy.

21.07.22 When asked to write the alphabet in cursive letters, the student will do so in upper-case forms in correct sequence.

21107.221 The student will write the first 10 capital letters in cursive form when asked to do so. (e.g., on the chalkboard, in air, on desk top, with fingers, etc.)

21.07.222 When given a letter name, the student will write the five cursive capitals that come before it and after it in alphabetical order.

21.07.223 On worksheet of lower-case cursive letter forms, the student will write the matching cursive capital letters.

21.07.224 The students will have a relay race between two teams to write the 26 cursive capitals in alphabetical order on the chalkboard.

21.07.225 Given a worksheet of cursive capital letters not in alphabetical order, the student will write them in correct sequence.

21.07.226 The student will write all 26 cursive capital letters in alphabetical order on lined paper.

21. EMPLOYABILITY SKILL: Writing Skills

21.08 LEVEL OF PERFORMANCE: Joins Cursive Letters

ANNUAL GOAL: The student's handwriting will be read with little difficulty by another person.

21.08.1 STIO: Given cursive letters, the student will be able to correctly make connective strokes that join one cursive letter to another in order to form words.

21.08.11 Given a short word written in manuscript form, the student will reproduce it cursively, connecting letters correctly.

21.08.111 The student will practice the rocker curve needed to join most cursive letters (in the air, on chalkboard, on paper).

21.08.112 At the chalkboard, the student will practice two-letter words with one rocker curve to join the letters. (e.g., in, up, ax, at, an, etc.)

21.08.113 The student will trace and write two-letter words on paper with rocker curve correctly joining letters.

21.08.114 The student will write three-letter words, using rocker curve to join strokes. (e.g., man, cat, sit, eat, etc.)

21.08.115 The student will practice the bridge joining stroke needed to join b, o, v, and w to other letters. (e.g., on, big, we, van, etc.)

21.08.116 The student will trace and write two- and three-letter words containing b, o, w, or v.

21.08.12 Given a pre-printed worksheet of short, cursively written words with one or more letters missing, the student will be able to correctly complete the words cursively.

21.08.121 The student will supply missing rocker curve letters in simple two- to three-letter words on the worksheet. (e.g., m-n, c-t, p-t, etc.)

21.08.122 The student will write words on the chalkboard as the teacher gives example words with missing letters.

21.08.123 The student will write simple words as the teacher spells the words, and the student will join letters with rocker curves.
21.08.124 The student will practice difficult words such look, box, and dog at the chalkboard and on paper.
21.08.125 The student will supply missing b, o, w, or v to words on a worksheet, joining them correctly to other letters.
21.08.126 The student will trace and write on paper three- to four-letter words needing bridge joining curves.

21.08.2 STIO: Using cursive letters, the student will correctly join letters to form basic words needed for practical situations.

21.08.21 The student will write his/her full name in cursive writing, joining the letters correctly to form the words accurately.
21.08.211 The student will trace with the fingers his/her first name written in cursive letters, sounding and blending as he/she traces.
21.08.212 The student will make his/her name in cursive letters with yarn glued to a cardboard for tactile reinforcement.
21.08.213 The student will write his/her name in cursive letters in malt-o-meal or sand traces, joining each letter to the next.
21.08.214 The student will trace his/her name on paper with pencils.
21.08.215 The student will learn to write his/her last name cursively.

21.08.22 The student will write addresses and dates in cursive letters, correctly joined to form the words accurately.
21.08.221 The student will daily write the day's date in abbreviated form in cursive writing. (e.g., Jan. 6, 1981.)
21.08.222 The student will practice writing his/her own street address from a reference card in cursive writing.
21.08.223 The student will write his/her own street address cursively from memory.
21.08.224 The student will write his/her city and state plus zip code from memory.
21.08.225 The student will write the name of his/her high school in cursive writing from memory.
21.08.226 The student will copy in cursive writing those functional words he/she can read. (e.g., exit, danger, entrance, etc.)

21. EMPLOYABILITY SKILL: Writing Skills

21.09 LEVEL OF PERFORMANCE: Legible Writer

ANNUAL GOAL: The student will be able to write legibly his/her thoughts so that others may understand them.

21.09.1 STIO: Given a writing exercise, the student will be able to write all letters and words so that they can be read with little difficulty by another person.

21.09.11 Given a paper and pencil, the student will correctly copy a short poem in legible cursive writing from an example written in manuscript writing.
- 21.09.111 The student will copy a list of five to ten typed or printed words in cursive writing.
- 21.09.112 The student will copy in cursive writing a printed shopping list of five to ten items.
- 21.09.113 The student will copy a printed recipe in cursive writing.
- 21.09.114 The student will copy a two-line or jingle poem in legible cursive handwriting.
- 21.09.115 The student will copy simple manuscript sentences in legible cursive writing.
- 21.09.116 The student will copy three- to five-line printed poems in legible cursive writing.

21.09.12 Given a paper and pencil, the student will correctly reproduce in cursive writing a series of sentences that are written in manuscript writing.
- 21.09.121 The student will copy five to ten printed sentences on a chart on paper in cursive writing.
- 21.09.122 The student will copy directions printed on a chalkboard in legible cursive writing.
- 21.09.123 The student will copy needed information from yellow pages of a telephone book in legible cursive writing.
- 21.09.124 The student will copy sentences from the newspaper in cursive writing.
- 21.09.125 The student will copy daily assignments from the chalkboard in legible cursive writing.
- 21.09.126 The student will copy printed directions on how to get to a specific destination in cursive writing.

21.09.2 STIO: Given a writing exercise, the student will be able to write legibly using consistent slant, pencil pressure, and spacing between letters.

21.09.21 Given a sheet of cursive sentences containing 10 errors in the formation of letters, the student will identify and correct the errors by rewriting sentences.
- 21.09.211 The student will correct the formation of circled, incorrect forms on spelling test words.
- 21.09.212 The student will correct circled, incorrect letter forms on dictated cursive practice at the chalkboard.
- 21.09.213 On a worksheet of cursive writing practice, the student will find and correct five to ten deliberately made teacher-errors in letter formations.
- 21.09.214 The student will join a partner and check the other's cursive sentences for letter errors and return the paper, marked for rewriting.
- 21.09.215 The student will identify letter errors and demonstrate the corrected forms on the chalkboard, during a presentation from the overhead projector.
- 21.09.216 The student will identify on a worksheet five to ten cursive letter errors in sentences and rewrite the sentences in cursive form.

21.09.22 Given an envelope and an address, the student will address the envelope in cursive writing, forming the letters and spacing the words correctly.

21.09.221 The student will practice writing addresses in cursive writing at the chalkboard.
21.09.222 The student will write complete addresses in cursive writing on lined paper.
21.09.223 The student will complete a worksheet by writing four cursive addresses on mock envelopes.
21.09.224 The student will center and address the envelope in cursive writing, forming the letters and spacing the words correctly.
21.09.225 The student will write the return address in the upper left corner of the envelope in legible cursive writing.
21.09.226 The student will address envelopes in cursive writing for special purposes and actually stamp and mail them at the post office.

21. EMPLOYABILITY SKILL: Writing Skills

21.10 LEVEL OF PERFORMANCE: Functional Writer

ANNUAL GOAL: The student will demonstrate the skill of legible writing sufficient for employment in a chosen occupation.

21.10.1 STIO: Given a practical writing activity to perform in class, the student will write legibly four to five sentences, using correct punctuation, and capitalization.

21.10.11 Given a writing activity, the student will write two to three legible sentences, using correct punctuation and capital letters.
21.10.111 In a role-playing situation, the student (assuming the role of parent) will write a short note excusing his/her child from school.
21.10.112 When it is necessary to write a short thank-you note to a relative, the student will write two or three sentences, using correct punctuation and capital letters.
21.10.113 When it is necessary to write an invitation to a party, the student will invite a classmate to the party, using two to three sentences.
21.10.114 Given a situation when it is necessary to write a short statement about a field trip, the student will write his/her experiences in two to three sentences, using correct punctuation and capital letters.
21.10.115 Given a situation when it is necessary to respond to an invitation (RSVP), the student will write a short response, using two to three sentences with correct punctuation and capital letters.

21.10.12 Given a writing activity, the student will write four to five sentences in a legible manner, using correct punctuation and capital letters.
21.10.121 When it is necessary to correspond with a friend, in another area, the student will write a simple friendly letter of four to five sentences, using correct punctuation and capital letters.
21.10.122 The student will write a brief description of his/her personal statistics in four to five sentences, using correct punctuation and capital letters in a legible manner.
21.10.123 The student will write a short poem about a season of the year, using four to five sentences with correct punctuation and capital letters in a legible manner.

21.10.124 The student will write a short paragraph of four to five sentences on his/her favorite holiday, using correct punctuation and capital letters in a legible manner.
21.10.125 The student will write a short paragraph of four to five sentences on his/her hobby, using correct punctuation and capitalization in a legible manner.

21.10.2 STIO: Given a real life writing activity to perform independently, the student will use correct grammar and punctuation in a clear, legible manner.

21.10.21 Given a writing activity, the student will write clear, legible sentences independently, using correct grammar form and correct punctuation.
21.10.211 The student will write a friendly letter of six to eight sentences, using correct form, grammar and punctuation.
21.10.212 The student will write a six- to eight-sentence paragraph on an upcoming school event for the school newspaper, using correct form, grammar, and punctuation.
21.10.213 The student will write a six- to eight-sentence business letter, using correct form, grammar, and punctuation.
21.10.214 The student will write a six- to eight-sentence resume on qualifications for employment.
21.10.215 The student will fill out an order form from a Sears' or Penney's catalog, ordering 10 items accurately.
21.10.216 The student will fill out a job application form neatly and accurately.

21.10.22 Given a letter to write, the student will write the heading, greeting, and body in eight to ten sentences and will close the letter, using the correct form, grammar, and punctuation in a clear, legible manner.
21.10.221 The student will write a friendly letter of eight to ten sentences, utilizing all of the above.
21.10.222 The student will write a business letter, utilizing all of the above.
21.10.223 The student will write a letter of reference, utilizing all of the above.
21.10.224 The student will write a letter of correspondence (sympathy, illness, thank-you, etc.), utilizing all the above.
21.10.225 The student will write a letter requesting information (school, catalog, product, job, etc.), utilizing all the above.
21.10.226 The student will write a letter to the editor of the daily paper, expressing an opinion on a current community problem.

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APPENDIX A

SS 1. SELF EXPRESSION
1-Unresponsive
2-Unintelligible
3-Nonverbal Response
4-Limited Verbal Response
5-Answers Questions
6-Makes Statements
7-Asks Questions
8-Initiates Conversation
9-Socially Expressive
10-Communicative

SS 2. SOCIABILITY
1-Antisocial
2-Ignores Others
3-Somewhat Inhibited
4-Reserved
5-Responsive to Friends
6-Responsive to Strangers
7-Interacts with Peers
8-Interacts with Adults
9-Outgoing
10-Sociable

SS 3. WORK INDEPENDENCE
1-Constant Supervision
2-Close Supervision
3-Moderate Supervision
4-Occasional Supervision
5-Monitored
6-Limited Dependability
7-Moderate Dependability
8-Consistent Dependability.
9-Independent
10-Self Directed

SS 4. APPEARANCE
1-Squalid
2-Slovenly
3-Unkempt
4-Untidy
5-Clean
6-Presentable
7-Acceptable
8-Neat
9-Well-Groomed
10-Fashionable

SS 5. TEAMWORK
1-Uncooperative
2-Disruptive
3-Self-Centered
4-Loner
5-Follower
6-Helper
7-Communicates Socially
8-Works for Common Goals
9-Cooperative
10-Productive

TF 6. PACE
1-Nonperforming
2-Substandard
3-Erratic
4-Inconsistent
5-Slow Pace
6-Fairly Consistent
7-Moderate
8-Systematic
9-Steady
10-Adept

TF 7. ATTENDANCE
1-Always Absent
2-Not Reliable
3-Usually Absent
4-Frequently Absent
5-Inconsistent
6-Absent with Question
7-Absent with Reason
8-Seldom Absent
9-Reliable
10-Perfect Attendance

TF 8. TIMING
1-Unaware of Time
2-Unrealistic Concept of Time
3-Some Awareness of Time
4-Awareness of Time
5-Some Awareness of Time Requirements
6-Awareness of Time Requirements
7-Often Fails to Meet Time Requirements
8-Sometimes Fails to Meet Time Requirements
9-Generally Meets Time Requirements
10-Always Meets Time Requirements

PS 9. SIMULTANEITY
1-Discoordinate
2-One Task with Supervision
3-One Task Alone
4-Two Tasks with Total Assistance
5-Two Tasks with Partial Assistance
6-Two Tasks Alone
7-Three Tasks with Total Assistance
8-Three Tasks with Partial Assistance
9-Three Tasks Alone
10-Fluid

PS 10. ACCURACY
1-No Accuracy
2-Unaware of Standards
3-Unaware of Mistakes
4-Corrects Mistakes When Shown
5-Corrects Some Mistakes on Own
6-Corrects Most Mistakes on Own
7-Improves Accuracy with Help
8-Tries to Improve on Own
9-Corrects Own Mistakes
10-Perfect Accuracy

PS 11. DEXTERITY
1-Uncoordinated
2-Clumsy
3-Awkward
4-Impeded
5-Gross-Motor
6-Fine-Motor
7-Agile
8-Adept
9-Proficient
10-Deft

PS 12. CHOICES
1-Nondiscriminating
2-Passive
3-Aware
4-Indecisive
5-Procrastinating
6-Relies on Others
7-Reluctant
8-Hesitant
9-Self-Directed
10-Discriminating

PS 13. DIRECTION
1-Unable to Follow
2-Resistive/Oppositional
3-Imitative
4-Simple Directions With Reinforcement
5-Follows Simple Directions
6-Moderately Difficult with Reinforcement
7-Follows Moderately Difficulty Directions
8-Complex Directions with Assistance
9-Follows Complex Directions
10-Follows Very Complex Directions

PS 14. MEMORY
1-No Recall
2-Recall with Cues
3-Immediate Recall of Events
4-Immediate Recall of Facts
5-Immediate Recall of Sequences
6-Long-Term Recall with Cues
7-Long-Term Recall of Events
8-Long-Term Recall of Facts
9-Long-Term Recall of Sequences
10-Retains Information

PS 15. CAUTION
1-Reckless
2-Rush
3-Heedless
4-Impetuous
5-Neglectful
6-Deliberate
7-Wary
8-Careful
9-Prudent
10-Vigilant

T 16. REPETITIVENESS
1-Off Task
2-No Attention Span
3-Seldom Stays on a Task
4-Occasionally on Task
5-Infrequently on Task
6-Frequently on Task
7-Generally Does Job
8-Continually Does Job
9-Consistently on Task
10-Always on Task

T 17. PERSERVERANCE
1-Doesn't Try
2-Highly Distractable
3-Restless
4-Distractable
5-Generally on Task
6-Attentive
7-Interested
8-Determined
9-Relentless
10-Persistent

T 18. STAMINA
1-Physically Intolerant
2-Easily Fatigued
3-Exhausted
4-Weary
5-Sluggish
6-Sporadic
7-Alert
8-Lively
9-Vigorous
10-Endurance

A 19. READING LEVEL
1-Nonreader
2-Identifies Letters
3-Phonetic Skills
4-Reads Simple Words
5-Reads Simple Sentences
6-Interprets Simple Sentences
7-Interprets Complex Sentences
8-Comprehends Paragraphs
9-Interprets Sequences of Paragraphs
10-Functional Reader

A 20. MATH SKILLS
1-No Number Concepts
2-Counts by Rote
3-Size/Quantity Relationships
4-Identifies Numbers to Ten
5-Identifies Numbers to 100
6-Simple Addition/Subtraction
7-Two-Place Addition/Subtraction
8-Regrouping
9-Multiplication/Division
10-Functional Computation

A 21. WRITING SKILLS
1-Nonwriter
2-Illegible
3-Manuscript Alphabet
4-Makes Letters Correctly
5-Manuscript Words
6-Copy Cursive
7-Cursive Independent
8-Joins Cursive Letters
9-Legible Writer
10-Functional Writer

APPENDIX B

I. STUDENT PROFILE

EMPLOYABILITY ASSESSMENT INSTRUMENT

STUDENT NAME ______________________ B.D. ____________ DATE EVALUATED ______________________
ADDRESS ______________________ TEL. ____________ EVALUATOR ______________________
______________________ LEA/AGENCY ______________________

CRC REF	EMPLOYABILITY SKILLS	LOW DESCRIPTOR (1)	LEVELS OF PERFORMANCE										HIGH DESCRIPTOR (10)
			1	2	3	4	5	6	7	8	9	10	
SS 1	SELF EXPRESSION	unresponsive	○	○	○	○	○	○	○	○	○	○	communicative
SS 2	SOCIABILITY	antisocial	○	○	○	○	○	○	○	○	○	○	sociable
SS 3	WORK INDEPENDENCE	constant supervision	○	○	○	○	○	○	○	○	○	○	self-directed
SS 4	APPEARANCE	squalid	○	○	○	○	○	○	○	○	○	○	fashionable
SS 5	TEAMWORK	uncooperative	○	○	○	○	○	○	○	○	○	○	productive
TF 6	PACE	nonperforming	○	○	○	○	○	○	○	○	○	○	adept
TF 7	ATTENDANCE	always absent	○	○	○	○	○	○	○	○	○	○	perfect attendance
TF 8	TIMING	unaware of time	○	○	○	○	○	○	○	○	○	○	always meets time requirements
PS 9	SIMULTANEITY	discoordinate	○	○	○	○	○	○	○	○	○	○	fluid
PS 10	ACCURACY	no accuracy	○	○	○	○	○	○	○	○	○	○	perfect accuracy
PS 11	DEXTERITY	uncoordinated	○	○	○	○	○	○	○	○	○	○	deft
PS 12	CHOICES	nondiscriminating	○	○	○	○	○	○	○	○	○	○	discriminating
PS 13	DIRECTION	unable to follow	○	○	○	○	○	○	○	○	○	○	follows very complex directions
PS 14	MEMORY	no recall	○	○	○	○	○	○	○	○	○	○	retains information
PS 15	CAUTION	reckless	○	○	○	○	○	○	○	○	○	○	vigilant
T 16	REPETITIVENESS	off task	○	○	○	○	○	○	○	○	○	○	always on task
T 17	PERSEVERANCE	doesn't try	○	○	○	○	○	○	○	○	○	○	persistent
T 18	STAMINA	physically intolerant	○	○	○	○	○	○	○	○	○	○	endurance
A 19	READING	nonreader	○	○	○	○	○	○	○	○	○	○	functional reader
A 20	MATH	no number concepts	○	○	○	○	○	○	○	○	○	○	functional computation
A 21	WRITING	nonwriter	○	○	○	○	○	○	○	○	○	○	functional writer